DOCUMENT RESUME

ED 113 740 CS 202 326

AUTHOR	Duke, Charles R., Ed.
TITLE	Vocational Education.
INSTITUTION	New England Association of Teachers of English.
PUB DATE	75
NOTE	82p.; The New England Association of Teachers of English is an affiliate of the National Council of Teachers of English
AVAILABLE FROM	NEATE, Miss Frances Russell, Treasurer, P.O. Box 234, Lexington, Massachusetts 02173 ($4.00)
JOURNAL CIT	The Leaflet; v74 n2, n3 Entire Issue Fall 1975
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	*Career Awareness; *Career Education; *Career Planning; *English Instruction; Language Skills; Reading Improvement; Secondary Education; *Vocational Education

ABSTRACT

This issue of "The Leaflet" considers various aspects of career education and its relation to the humanistic study of English. The following articles are among those included: "Notes on Career Education" by Baird Shuman, "Some Reservations About 'Trade English'" by Thomas Newkirk, "English for Career and Vocational Education: Balancing the Scales" by Denny T. Wolfe, "In Addition to Skills, What?" by Alan Lemke, "Vocational Independence: A Bicentennial Goal for the English Classroom" by Edmund P. L. Fitzgerald, "Career English: Something Useful" by Joyce Kelly, "You, the Job and the World: Something for All Students" by Hermie Gason and Jan Worthington, "English with a Difference" by Eleanor Nudd, "Decisions in Literature and on the Job" by Owen Kerr, "Languaging at Work" by Eileen H. Kruegel, "Re-Fusing Career Education" by Margueritte Johnson Caldwell, "Three-in-One: An Approach to Reading and the Vocational Student" by Edward T. Frye and Mary B. Bates, "Vocational Avenues to Reading Improvement" by Stephen Thompson, "A CAPER: A Career Awareness Program in Enrichment in Reading" by Jay Brenner and others, and "The Point System: Motivation from the Unmotivated" by James F. Connolly. (LL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED113740

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Special Double Issue

Vocational Education

Editor's Comment

Labels are a way of life in American education. One has to wonder what would happen if the educational establishment dispensed with its generalized and confusing labeling process and in its place allowed teachers to get on with the process of teaching.

One of the current labeling crises has to do with vocational or career education; no one can quite decide which label should be used; nor can anyone seem to show clearly how career or vocational education is really that new or different from what has been going on for some time. Nevertheless, the English teacher finds it necessary to justify the role of English in contributing to the development of "life skills." As a result, English teachers throughout the country are wrestling with the problem and their consciences to determine how best to meet or reject this latest demand upon their time and energy.

The balancing act between the humanistic principles we know so well and the job oriented programs that demand equal time is not an easy one. Perhaps, though, after having read this issue of *The Leaflet* you will take courage and continue to strive for the kind of balance which you, as individuals, feel meets the needs of your students.

Charles R. Duke
Guest Editor

NEATE

New England Association of Teachers of English

CS 202 326

THE LEAFLET

Vol. LXXIV Fall 1975 No. 2 & 3

Editor
LEE E. ALLEN

Managing Editor
ROBERT L. GOODMAN

Member NCTE Information Exchange Agreement

CONTENTS

Notes on Career Education
R. Baird Shuman 3
Some Reservations about "Trade English"
Thomas Newkirk 8
English for Career and Vocational Education: Balancing the Scales
Denny T. Wolfe 14
In Addition to Skills, What?
Alan Lemke 20
Vocational Independence: A Bicentennial Goal for the English Classroom
Edmund P. L. Fitzgerald 27
Career English: Something Useful
Joyce Kelly 33
You, The Job and the World: Something for All Students
Hermie Gaston and Jan Worthington 36
English with a Difference
Eleanor Nudd 37
Decisions in Literature and on the Job
Owen Kerr 41
Languaging at Work
Eileen H. Kruegel 42
Re-Fusing Career Education
Margueritte Johnson Caldwell 45
Three-in-One: An Approach to Reading and the Vocational Student
Edward T. Frye and Mary B. Bates 52
Vocational Avenues to Reading Improvement
Stephen Thompson 58
A CAPER: A Career Awareness Program in Enrichment in Reading
Jay Brenner, Tova Ross, Julia DiMaio, Catherine Hickey and Natalie Silverstein 61
The Point System: Motivation for the Unmotivated
James F. Connolly 64
Chits for the Unmotivated: A Practical and Easily Implemented Behavior Modification Program
Ronald Lajoie 72
Inventory of Career Education and English
Margaret Heath 76

THE NEW ENGLAND ASSOCIATION OF
TEACHERS OF ENGLISH

OFFICERS

JAMES DODD, President
Wiscassett, Maine

ARDENA M. MANAHAN, Secretary
Highland School, Needham, Massachusetts

FRANCES RUSSELL, Treasurer
Lexington High School, Lexington, Massachusetts

LEE E. ALLEN, Editor of *The Leaflet*
Needham High School, Needham, Massachusetts

EDITORIAL CONSULTANTS FOR *The Leaflet*
JOHN CAMERON
Holderness School, Plymouth, New Hampshire

CHARLES R. DUKE
Associate Professor, Department of English
Plymouth State College, Plymouth, New Hampshire

ROSANNE S. SOFFER
Northampton High School, Northampton, Massachusetts

JAMES R. SQUIRE
Editor in Chief, Ginn and Company, Boston, Massachusetts

Address *Leaflet* correspondence to Lee E. Allen, Needham High School, 609 Webster Street, Needham, Massachusetts 02194.

Published by the New England Association of Teachers of English three times during the school year at 44 Park Street, Essex Junction, Vermont 05452. Engered as second class matter at the Post Office, Essex Junction, Vermont 05452.

Subscriptions: Subscription to the *Leaflet* is included in the annual membership dues ($8), which should be sent to Miss Frances Russell, Treasurer, P.O. Box 234, Lexington, Mass. 02173. Single copies $4.00

Copyright 1975 by the New England Association of Teachers of English.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
New England Assn. of Teachers of English
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

NOTES ON CAREER EDUCATION

by R. Baird Shuman

In his 1971 paper entitled "Career Education" *(Today's Education,* October, 1971), Sidney Marland, then Assistant Secretary for Education of HEW, called upon the schools to do more at all levels to acquaint students with the work which they would encounter upon leaving school. He suggested that from the child's earliest educational encounters onward, the emphasis of education be upon work, upon identifying and presenting to students the broad range of vocations open to them in the real world. Drawing from the 23,000 different occupations listed in the United States Department of Labor's *Dictionary of Occupational Titles,* Marland devised fifteen broad occupational clusters into which all of the 23,000 jobs listed in the dictionary could supposedly be put. The clusters are as follows: health; agri-business and natural resources; business and office; communication and media; consumer and homemaking; construction; environment; fine arts and humanities; hospitality and recreation; manufacturing; marine science; marketing and distribution; personal services; public service; and transportation.[1]

Certainly Marland's taxonomy is a useful one which is demonstrably helpful to guidance counselors, teachers, and parents, all of whom play a vital role in providing career information for youngsters who are attempting to assess their own talents and abilities with an eye toward identifying realistically the types of pursuits at which they might consider making their livings. No teacher would deny or even seriously question the responsibility of the school to provide career guidance for youngsters who might have extremely uninformed and naive notions about the career possibilities available to them.

Nevertheless, many reputable educators are seriously and justifiably disturbed about the new emphasis on career education, partly because the thrust of the movement has come largely from outside the teaching profession, leaving the implication that the U.S. Office of Education presumes that people "*outside* the profession are more qualified to offer direction and set its [career education's] policy than those *within.*"[2]

Why the Call for Career Education?

Any economic contraction often causes a nation to reassess its basic operations; and, since education has always been part of the American dream and has been touted as the sure route to upward social and economic mobility, overly simplistic reasoning would predictably lead the average

citizen to think that something is seriously amiss within the educational establishment when some of those "processed" by it do not achieve basic minimal skills, such as reading and writing, and others "processed" by it, perhaps clear to the doctoral level, fail to find jobs in the areas for which they have been trained and end up supporting themselves in jobs, such as cab driving or housepainting, for which they are obviously over-qualified. In the great depression of the 1930's, similar doubts were endemic and were reflected in plays like Clifford Odets' *Waiting for Lefty* and *Awake and Sing!;* in a movement toward life-adjustment education; and in widespread flirtations with political ideologies, such as socialism and communism, which seemed to many to offer better solutions to our pressing economic and social problems than the free enterprise system did.

The educational establishment in our country is a great leviathan — some would say dinosaur — which, because it is large and because it touches the lives of nearly everyone, is extremely visible.[3] Because it is so large, it usually moves more slowly than the gazelles in our society which make their split-second dashes and disappear Because so much of education is publicly supported, it is more vulnerable to the taunts of the lay community than are other professions. Whereas most professions are self-regulating, the teaching profession is frequently regulated from outside, often through the legislatures which must appropriate the funds for its survival. This outside regulation is often more reflective of public reaction than it is of serious, studious analysis of educational problems. The result is that symptoms are treated, but that the basic causes of these symptoms are sometimes ignored. The leviathan lists badly while those who have harpooned her try to save her by covering her carcass with band-aids.

Why Are Some High School Graduates Incompetent?

The above question is generally not phrased quite so gently and dispassionately by John Q. Public who wants to know why he is forced to support schools that are neither teaching people the basic skills of literacy nor preparing them for jobs. His property taxes go up while at the same time welfare rolls swell, making it necessary for all of his other taxes to rise. Educated people cannot find jobs; the high school diploma — even the college diploma — has lost meaning. Americans, who have been brought up to view the sheepskin as a magic charm, an amulet against poverty, unemployment, social dislocation, and many of the other ills which are now upon the nation, feel deceived, cheated, and plundered. They have paid the schools to deliver a product which has not been delivered. Cries of incompetence are abroad in the land.

But John Q. Public apparently expects schools to process students such as sugar mills process cane. You feed in the raw material and expect to have the factory turn out the predicted product. The same John Q. Public would not necessarily call a neurosurgeon a failure or an incompetent because he lost a patient who was suffering from a malignant brain tumor, nor would he level recriminations at the lawyer whose clearly guilty client was convicted for his crime. He would realize that in professions, each case differs from those before it. The professional in medicine treats each case as skillfully as he can, saving some lives, prolonging some lives, and losing some lives. Only if his treatment is demonstrably inappropriate, incompetent, or negligent is he held accountable for his failures; and even then, he is judged by his peers rather than by the public at large.

As long as the doors of the schools of this nation are open to all residents, and as long as attendance is by law compelled up to 16, 17, or 18 years of age, the professionals who operate these schools are going to experience some failures. These failures can be minimized if education is broadened so that the student who reaches the age of fourteen and is still functionally illiterate can find, within the school setting, something which he can do well and which will help him on the one hand to improve his self-concept and on the other to prepare for a future occupational pursuit which will make it possible for him to be self-supporting. The schools will never be able to do this if they are regulated by those outside the profession who insist, quite unrealistically, on the same minimal standards for every student. Any high school graduate who is labeled incompetent is so labeled because the public has decreed what skills a competent person must possess — and these skills may have little relation to what a given student actually needs in order to survive well in a society which can use some of the talents which are unique to him if it is willing to value his unique talents rather than to enumerate his disabilities.

Must Career Education Be All or Nothing?

Throughout his existence upon earth, man strives constantly to fill his needs. His earliest efforts are directed to filling his physical needs, his needs for food and shelter. A.H. Maslow has demonstrated that until these basic needs are satisfied, man cannot be motivated to quest for any higher fulfillment. After one's physical needs are met, his safety needs, such as health and security from dangers, must be met. A man in quest of food may, ignoring his safety needs, place himself in grave danger in order to obtain the food that he needs for survival. Man's next needs are social; he needs to be accepted, respected, loved. And his needs, once these three categories have been attained, have to do with self-image; he must have dignity and self-respect.

Certainly all of the needs that Maslow mentions are dependent ultimately for their attainment upon the career decisions that one makes. Even the most unpleasant of occupations must provide for the first two needs if one is to survive in civilized societies. The happy worker will find that the third and fourth needs are met in his career or, failing that, are met through other endeavors which his career leaves him time for — family involvement, civic work, church work, athletics, etc. The whole person must experience the fulfillment of these needs. The bulk of modern drama is a chronicle of people who have failed in the fulfillment of one or more of these needs — Yank in *The Hairy Ape,* Willie Loman in *Death of a Salesman,* Blanche DuBois in *Streetcar Named Desire.*

It is symptomatic of our age that those who are vocationally disoriented are also socially disoriented. Implicit in the civil rights movement, in the women's lib movement, in the gay lib movement, and in many other such movements is the demand that everyone be permitted to fulfill himself through work without encountering barriers related to race, religion, gender, or sexual orientation. It is through work that man maintains his pride.

While the term "career education" is relatively new, having come into vogue in the 70's, the concept is not at all new. Marland points out that in the Middle Ages it was those people who occupied the middle ground between serf and nobleman, both of whom were illiterate for the most part, who sought an education in order to gain upward social and economic mobility through becoming clergymen or merchants.[5] German education forced what was essentially a vocational decision upon the child at age ten when he completed the *Volksschule.* The *Gynmasien* or the *Realschule* led to the University; the *Frauenoberschule* led young ladies into domestic pursuits; the *Realgymnasien* led to the Technical College (*Technischehochschule*); the *Mittelschule* led into such occupations as restaurant work, clerical work, hotel work, and a host of other service occupations. The American high school, almost solely college preparatory until the beginning of the twentieth century, has become more broadly oriented toward career education through the years. Vocational/technical high schools flourished in the 1920's. Comprehensive high schools even today sort out students in a variety of career categories — commercial, vocational, academic, general, etc. The essential difference between this sort of classification and the sort of educational reform which USOE and HEW are supporting is that in all of the various categories of education through the years, the individual academic integrity of various school disciplines has been maintained.

Many students, regardless of how they plan to earn their livings, read

Julius Caesar or *Hamlet* or *Macbeth* not so that they may learn how to rule, but rather so that they can learn something about conflicting value systems and about human nature and its operation. The English teacher is equipped by training to teach a Shakespearean play, a Robert Frost poem, a lesson in literary criticism, an analytical lesson on sentence structure; in some recent instances, these same teachers have been placed under pressure to teach career oriented material, much of it infraliterary, because the availability of federal money to support such programs has made it seem attractive to implement them. The result may well be either that teachers will teach badly what they are asked to teach or that they will accept the geegaws which federal moneys have provided and go on teaching pretty much as they always have, waiting for this particular gazelle to streak across the terrain into the sunset where it will meet the carcasses of other earlier gazelles — life adjustment education, a carcass presumed dead, but now beginning to twitch again in all its muscles; behavioral objectives and its fraternal twin, learning activities packets, struggling for life; and accountability, breathless from having run so far so fast so recently.

What Can the English Teacher Do?

English teachers are resourceful people. They love their subject, and most of them love and pretty well understand their kids. Just as mad Ireland hurt Yeats into poetry,[6] so mad Washington has hurt many of them into creativity, sometimes a creativity born of the necessity to thwart, bypass, or circumvent the official edicts of those who have had little or no recent exposure to the schools and the kids for whom they exist.

Because they love kids, English teachers will try to direct them toward the judicious selection of careers, partly through teaching them those basic skills which they are capable of mastering, partly through exposing them to a broad range of literature which will speak to them in some cogent individual way, and partly through letting them know that they are in a situation which is aimed at helping them to gain the self-esteem which everyone needs. The effective English teacher will have no failures, although some kids may pass from her class who cannot read or write effectively. These kids will have learned other valuable skills — listening, speaking, interacting — which will serve them well when they leave school.

The English curriculum cannot be the handmaiden of every fad that appears on the educational scene. English, for better or worse, is a discipline unto itself. It possesses a body of information which its teachers attempt to impart. Some of the information has to do with practical — if you will, with career — matters; some has to do with purely aesthetic considerations; some

has to do with helping students to assess their own values and outlooks. All are important, and the broad ends of studying English can be achieved only if the full range of the English curriculum is taught as effectively as possible by those who have been trained to teach it. Few English teachers any longer view themselves as the guardians of the sacred flame, but the torch that each of them carries must be guarded against being extinguished by those who are peddling new torches and, therefore, have a vested interest in imposing their products upon the rest of us.

The English curriculum can live harmoniously — as it has in the past — with the occupational ends of education, but it must live by dialogue rather than by edict.

Dr. R. Baird Shuman is Professor of Education at Duke University, Durham, North Carolina.

FOOTNOTES

[1]S.P. Marland, Jr., "Meeting Our Enemies: Career Education and the Humanities," *English Journal*, 62 (September, 1973), p. 901. Marland currently heads the College Entrance Examination Board.

[2]Margueritte and Robert Caldwell, "Career Education: Theory and Practice," *English Journal*, 62 (September, 1973), p. 908. Caldwells' italics.

[3]S. Norman Feingold, President of the American Personnel and Guidance Association, writes, "Education is big business today — more people are involved in this field than in any other single occupation." "Perspectives on Career Guidance: An Administrator's View," *Peabody Journal of Education*, 52 (October, 1974), p. 6.

[4]See his *Motivation and Personality* (2nd ed., New York: Harper and Rowe, Publishers, 1970, for a full discussion of this topic.

[5]Marland, "Meeting," p. 904.

[6]See W.H. Auden's "In Memory of W.B. Yeats."

SOME RESERVATIONS ABOUT "TRADE ENGLISH"

by Thomas Newkirk

It's just that he isn't a real person at all; he's just a few faculties of a man highly developed; the rest simply isn't there.

Spoken by Julia Mottram
in BRIDESHEAD REVISITED
by Evelyn Waugh

During my first year at an inner-city trade school, a carpentry teacher took me aside, put his arm around my shoulder, and gave me some advice

about what the English teachers at the school should be doing. He explained that since the school was a trade school, English teachers should be teaching "Trade English." I thanked him, and for a while I tried to take his advice. I looked through the Vocational English books. I had my students write business letters, fill out some application forms, and write descriptions of what they were doing in their shop classes. But I soon became frustrated with "Trade English" for a number of reasons — some philosophical and some practical.

My philosophical qualms centered around the purpose of "Trade English." Traditionally, education has reverberated between two polar aims. Among other things, these have been called humanistic, on the one hand, and functional on the other. Briefly stated, the aim of humanistic education is the development of the individual in a way that broadens his sympathies and sharpens his perceptions. British writer, David Holbrook, has eloquently stated this aim as "the development of that richness of the individual being which releases sympathy and creative energy in community."[1] Those who endorse this as a major aim of English instruction view literature, writing, oral activities, and drama as a means of promoting this maturity. Such proponents recognize that adolescence is a time of creativity and confusion, socially, emotionally, and physiologically. A sensitive English program encourages the student to examine these often puzzling experiences in order to give them shape and make them understandable. This may involve writing an account of the experiences, discussing common experiences with classmates, dramatizing experiences or reading about other people who have gone through the same thing.

Those who endorse the functional view see education as *directly* preparing the student for some task that society sets for him — often the need to work. Vocational English tries to develop the language skills necessary for success at a job, as one Vocational English text makes clear in its introduction:

> This book is meant to be helpful to you. It shows you how English can help you succeed in whatever vocation you choose. It is called *Vocational English* and it is practical. It deals with things in the world of work — things you know about and things you will be concerned with after you leave school. . . . you will agree that you will be a better worker and a more successful person if you can get your ideas across to others and if you can understand the other fellow's ideas. The other fellow may be your boss, a customer, or a fellow worker.[2]

In practice, of course, the two aims are less clear cut. Even the most extreme proponents of humanistic English would not deny the value of some

practical language skills, and their counterparts would not deny the value of reading an occasional novel. It is important, however, to decide where on the spectrum the emphasis should lie. An example of the failure to clarify aims was the TV commercials that appeared regularly in the 60's, which claimed that a college diploma was the necessary ticket to a good job. Here many liberal arts colleges, whose aim has traditionally been humanistic, were advertised as quasi-vocational schools.

Before any secondary English program decides to focus on Vocational English, the implications of this decision should be examined. First, such an emphasis seems to say that the experiences of the student are secondary to the development of practical language skills. Based on my experience with inner-city vocational students, I feel this is a serious mistake. In by-passing the experiences of the student, the teacher is ignoring one of the greatest sources of interest and motivation for the student, like a baseball slugger deciding he doesn't really need a bat. Not only do experience-centered activities create interest, but they help to form a bond between the teacher and student. The student is seen as an interesting person in his own right and not someone to be molded into the proper shape for the job market.

A second implication of Vocational English is that practical vocational language skills can be taught in the English class. Most English teachers do not have an in-depth knowledge of the language needs of most jobs. For example, a machinist should be able to explain the difference between the various lathes that are used in a machine shop. If the English teacher is to evaluate this explanation, he must have some background in this type of work. But most do not, and I would argue that it is unreasonable to expect them to. This is not to deny the importance of such tasks, but only to place them in the hands of someone with a background in the trade who can evaluate the specialist's language that a tradesman must use. The tendency to hold the English teacher responsible for all communication competencies must be resisted, for, as David Holbrook has remarked, "Every teacher is a teacher of English because every teacher is a teacher in English."[3]

While specific language skills are needed in almost every job, most of these are acquired on the job. The skills taught in most of the Vocational English books I have seen center around letter writing, personal habits and decision-making, and "good English." Many of the letter-writing skills can be learned on the job, where there will be real motivation to learn them. The sections on personal habits and decision-making are vague and platitudinous:

> It's important to know your life aims before choosing a vocation. You should take stock before making a definite choice and ask yourself honestly, What do I want out of life? What is really my ambition? Be sure you're right! Then, as Davy Crockett said, Go ahead.[4]

I have difficulty seeing how this can guide anyone.

The emphasis on "good English" deserves closer attention especially as it applies to minority students. It illustrates the danger of focusing on the needs (or demands) of the job world rather than focusing on those of the student. It has long been assumed that Black dialects were haphazard and unsuccessful attempts to mimic "standard English." In recent years linguists who have studied various Black dialects have found them logical, consistent, and fully capable of analytic and thoughtful expression.

Yet many of the linguists who made these discoveries then claimed that it was still necessary to teach minority students "standard English." The reason was a functional one. These linguists argued that although Black English was every bit as effective as "standard English" the student still needed "standard English" to enter and succeed in the job market. Courses such as the following were planned:

> Usage (Basic)
> Recommended for non-college bound student. Work on standard English usage such as subject-verb agreement, verb tense forms, etc. Oral drill to re-inforce standard speech will help the student secure, keep, and advance in a job.[5]

Courses such as this have been set up despite the fact, as James Sledd has remarked, that "the necessary descriptions of standard and non-standard dialects are non-existent, and materials and methods of teaching are dubious at best."[6] Sledd claims that not only is this second dialect teaching doomed to fail, but it is immoral to attempt in the first place:

> Obligatory bi-dialectalism for minorities is only another mode of exploitation, another way of making Blacks behave as Whites would like them to. It is unnecessary for communication, since the ability to understand other dialects is easily attained . . . Its psychological consequences are likely to be nervous affectation, self-distrust, dislike for everyone not equally afflicted with the itch to get ahead, and eventual frustration by the discovery that the reward for so much suffering is intolerably small.[7]

Such second dialect teaching, in the name of job preparation, re-inforces the prejudices of the society at large. At this point a school ceases to educate and begins to train.

As the opening quote from *Brideshead Revisited* implies, there is a danger in focusing education on one faculty at the expense of others. English teachers, to my mind, must avoid narrowly focusing on Vocational English, on "making a living" instead of "living." This temptation to focus on vocational skills at the secondary level, which will no doubt be given new emphasis in the present climate of "accountability," runs counter to basic American humanistic goals for education. One of the clearest and most potent expressions of these goals was made by Ralph Waldo Emerson in "The American Scholar." In his address he warned of the danger of man reduced to his vocational faculty:

> . . . . the individual, to possess himself, must sometimes return from his own labor to embrace all other laborers. But unfortunately this original unit, this fountain of power, has been so distributed to multitudes, has been so munutely divided and peddled out, that it spills into drops, and cannot be gathered. The state of society is one in which members have suffered amputation from the trunk, and strut about like so many walking monsters, — a good finger, a neck, a stomach, an elbow, but never a man.[8]

Thomas Newkirk formerly taught at Boston Trade School; he is presently a teaching assistant at the University of Texas at Austin.

Notes

[1]David Holbrook, *English for Maturity*. (Cambridge, England: University Press, 1967), 18.

[2]Albert E. Jochen and Benjamin Shapiro, *Vocational English — 1*. (New York: Globe Book Company, 1968), v.

[3]Holbrook, p. 21.

[4]Jerome Carlin and others, *English on the Job*. (New York: Globe Book Company, 1968), 78.

[5]Austin Independent School District (Texas), "Quarter System Course Descriptions (1975-1976), 6.

[6]James Sledd, "Bi-Dialectalism: The Linguistics of White Supremacy," *English Journal*, 58:1314-15, December 1969.

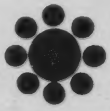
[8]Sculley Bradley and others, ets., *The American Tradition in Literature, Volume 1*, 3rd ed. (New York: W.W. Norton and Company, Inc., 1967), 1099.

May we help you?

Sundance Paperback Distributors

- Specialists in Titles for an English Curriculum.
- Your orders filled promptly at the best discounts.
- Bibliographies prepared for you in special areas upon request.
- Save you time in the library and in the classroom.
- Experienced professionals to serve your every book need.
- Books of all publishers from one handy source.
- Write or phone today for your FREE Sundance Selections catalog.
- Put it all together and you have....

sundance



sundance paperback distributors (617)486-8943
newtown road, littleton, massachusetts 01460

Order your books from school library professionals who can serve your every need.

ENGLISH FOR CAREER AND VOCATIONAL EDUCATION: BALANCING THE SCALES

by Denny T. Wolfe, Jr.

Almost incessantly, reports from the news media cruelly remind us that for the first time in decades, unemployment in America is at a point of crisis. Yet, the 1980's surely will bring greater numbers of young people entering the labor market than ever before in our nation's history. Demands for unskilled workers are virtually nil, as technocracy becomes increasingly sophisticated at all levels of human endeavor. Certainly, we are not just now coming to recognize these facts. In passing the Vocational Education Act of 1963, the U.S. Congress demonstrated its acute awareness of labor trends and educational requirements for the future. But educators themselves, aside from instituting specialized career and vocationally oriented programs in schools, are still confused and divided on the matter of how best to answer challenges of preparing students for new roles in a changing world. It is likely, of course, that confusion and division on this issue will always be with us.

Certainly the greatest defensiveness and doubt, regarding career and vocational education, persist in academic circles. In *The Role of the Secondary Schools in the Preparation of Youth for Employment,* Jacob J. Kaufman and his colleagues declare that "academic teachers from comprehensive high schools . . . ranked lowest in support of vocational education."[1] Kaufman and others drew their conclusion after analyzing teachers' responses to 1,600 attitude questionnaires. Presuming that this sampling is valid, why are there such negative attitudes among teachers of academic disciplines toward career and vocational education? Perhaps the tip of the answer lies somewhere back in antiquity. Perhaps over 2,000 years ago, Aristotle really did humanity a disservice by segmenting knowledge into separate and distinct branches for study. If we could view knowledge today as existing "all of a piece," perhaps we could be spared the myriad volumes yet to be written on *interdisciplinary, cross-curricular, multi-media, multi-cultural,* etc., studies. Such an outpouring of verbiage might be avoided, if only . . . . But wishful thinking will not suffice to resolve the issues. What most academic teachers do, or — more specifically — what can *English* teachers do *day after day* to meet the spectacularly dramatized needs for vocational and career education, thus clarifying the value of their discipline even for the most calloused students?

Let us begin by testifying to the good health of English construction as it relates to career and vocational education. As one who keeps regular contact

with state-wide English programs in North Carolina, I know that English teachers perceive as a matter of course the pragmatic features of their discipline. What is more practical than language? Free enterprise would not be possible if someone were not around to demand forcefully, "Buy!" or "Sell!" Millions of dollars are spent yearly on language geared to promoting commercial products. What separates the businessman who makes $10,000 a year from the one who makes $100,000? More often than not, it is the latter's cultivated facility in the use of language. Would a giant skyscraper ever be built if people were not present to give clear, exact verbal directions, even down to the workmen who communicate with each other as they secure steel rivets high above city streets? What separates the lawyer who wins a case from the lawyer who loses one? Or the quarterback who controls his team from the one who does not? Or the victorious politician from the loser? Very often, of course, the answer is language. Winners use it well and appropriately to fit given situations; losers often do not. To English teachers, then, it is self-evident that English has a high practical value.

It is necessary to make this point so that we do not set about the task of attempting to re-invent the wheel. But more conscious efforts do need to be made to correlate English directly with the goals of career and vocational education, if the needs of all students are to be met.

Sidney Marland identifies these goals quite clearly. He summarizes them by declaring that "during the last four years of schooling — the ninth through the twelfth grades — every youngster will develop entry-level job skills that will qualify him for employment upon leaving school, whenever he leaves."[2] Prior to entering the ninth grade, under Marland's plan, students will have explored fifteen occupational "clusters," and in the seventh and eighth grades, they will have selected about three of the clusters for more intensive concentration. According to Marland, all exploration and study in one or more clusters are tentative, allowing students to consider and re-consider as much as they please. Although Marland's model is controversial, it serves as an example of a specific and concrete system to review. Regardless of the system, however, the issue before us now is the role of the English teacher in vocational and career education.

Communication and Cooperation

In discussing their program in *Hooked on Books,* Daniel N. Fader and Elton B. McNeil argue for the necessity of English teachers to function in teams with teachers of other disciplines. Such teaming can diffuse English instruction across all curriculum areas.[3] As team members, twice a month English teachers read and correct mechanics on papers which students write

in classes other than English. Enormous opportunities exist in such a set-up as this for English teachers and career education teachers to communicate with one another about mutual goals and directions which they have established for their students. Perhaps I am naive, but I believe unequivocally that the creation of open and concrete channels for communication and cooperation lead ultimately to understanding and mutual respect among teachers of all disciplines. Any system which throws English teachers and career education teachers together has the potential for creating channels through which the interests of both groups can be understood and accommodated. Of course, the potential is also present for creating greater dissension. But if the stated purpose for bringing teachers together is to coordinate and to unify the instructional program for *kids,* then positive developments likely will ensue. The only essential ingredients are good faith and openness in both camps. What each group must do is to strive to create *one* camp.

Recently in North Carolina, the Division of Languages and the Division of Occupational Education jointly sponsored a two-day workshop for more than fifty English teachers on "individualizing Instruction." The fifty teachers were members of a larger group of teachers who had been working two years on developing and learning techniques of individualizing instruction. In the participants' evaluations of the sessions, two items were particularly significant: (1) the teachers declared that for the first time they could make clear connections between the goals and thrusts of Occupational Education and their own interests as English teachers; and (2) they were impressed by the apparently warm relationship and understanding which they perceived among the consultants in English and the consultants in Occupational Education. In short, a demonstration of understanding and mutual respect among consultants from a state agency and from a university gave the English teachers a renewed determination to make greater efforts toward uniting their discipline with the spirit and the goals of Occupational Education.

If English professors, education professors, and Occupational Education professors at the university level openly work and communicate with one another, then the message which comes across to their teacher trainees gives impetus to similar cooperation and communication in the public schools. I am afraid that at present the reverse is true. College and university training programs often tend to polarize prospective teachers into two camps: the pedagogues and the "solid scholars." Also, cooperation and communication between departments of English and of Occupational Education at the state level transmit the message to public school teachers that a united front is working together toward common goals for kids.

The Content of English

What is English, as it relates to career and vocational education? This is an old question within a relatively new context. And it would be extremely difficult to give any wrong answers. To the good teacher — career and vocational education notwithstanding — English is what it has always been, and more rather than less. It is the classics, Shakespeare, 18th, 19th, and 20th century literature, oral and written language, listening, reading, observing, and thinking. It is the same all-inclusive mixed bag of skills and ideas. It is learning to *live* well, and that includes learning to *work* well. And it is for all students, not just for the esoteric few. Herein lies the rub, for how do we make all students aware that English is for them? This is a pedagogical question that chronically plagues teachers, in or out of the context of career and vocational education. It is easy to think of English as a "service" discipline for jobs and professions; but English teachers would do well to think of career and occupational education as a "service" discipline for English, as well.

In North Carolina, as in other states, short, elective courses represent a major, wide-spread trend in curriculum development.[4] Many of these courses give direct attention to career and vocational education. They include such titles as Business Communications, Communicative Work Skills, Consumer Education, What Might the Future Hold?, Man on Earth — Ecology in Literature, The American Community, Values and the Work Ethic, Problems of Minority Groups, Contemporary Media, Creative Dramatics, Occupational Opportunities, and College Skills Review. These are *short* courses, often six, nine, or twelve weeks in duration; naturally, students also study other varieties of English in a given year.

The Orange county Career Development Program, based in Orlando, Florida, and directed by Robert Megow, has addressed directly the task of correlating the content of English with the content of career and vocational education.[5] For grades 7-12, teachers in the Orange County schools have developed career and vocational materials on the following themes for use in the English classroom: *Careers in Construction, Careers in the Telephone Industry, Newspaper Careers, Careers in Conservation and Ecology,* and *Careers in Manufacturing.* The format for each of the materials contains occupational information on the chosen theme, suggested activities and materials (including AV lists), learning activity packages, goal statements, behaviorally stated objectives, and both pre- and post-tests with answer keys. Emphasis is upon students' learning the basic communication skills through the content of vocational and career oriented subjects. For many students, such content can turn English into a vital and exciting discipline for study.

Learning skills, exploring values, studying and developing ideas are the meat of any sound instructional program in English for life — which includes work. In "standard" curricula, short courses, team-teaching, open schools, traditional classrooms, old and new facilities, the English teacher can — and, I believe, often does — give direct attention to the spirit and to the goals of career and occupational education. Through cooperating and communicating with colleagues, and by making use of "practical" as well as traditional materials for study, the English teacher can be served by students' interests in career and vocational education. And by being served, the English teacher also serves to help youngsters develop those "entry-level job skills" that Marland and others advocate.

Some Specific Approaches

The *Foxfire* learning concepts, practiced by Eliot Wigginton in Rabun Gap, Georgia,[6] integrate sound educational theory with English content in ways that are tailor-made for career and vocational education. Principles espoused by Plato, John Dewey, and Marshall Mcluhan -- among others — form the heart of Wigginton's approach. *Foxfire* can be used as a metaphor for correlating English with both the goals and the spirit of career and vocational educators. Using the community as a working laboratory for students, offering immediate rewards by having kids turn out work (in the case of *Foxfire,* magazines and books) in which they take great pride, emphasizing *process* rather than *product,* having kids conduct interviews which permit investigation into countless careers and vocations — all of these activities perforce create a union between English and career education.

Individualizing instruction (e.g., learning activity packets, small group work, contracting, independent study) has come to be accepted as a conventional rather than as a revolutionary approach to teaching and learning in schools. Of course, some students' interests will always conform to those of the English teacher whose college training emphasized Anglo-Saxon, Medieval, Renaissance, and Modern literature; other students, however, desperately want English to address plainly their ambitions for business careers, social work, and a myriad of vocations and professions. Through the varieties of accessible individualized instructional techniques, teachers can provide opportunities for all students to pursue their own interests, both within and without the English classroom.

Creative Dramatics[7] is another promising approach to integrating English with career and vocational education. Through improvisations, role-playing, peer-tutoring, and simulations, students can experience language and literature in their emotional lives as well as in their minds. They

can live literature by assuming roles of fictional characters; they can create their own improvised dramatic scenes; and they can learn about careers and vocations through simulating real-life situations, such as job interviews, court trials, buying and selling goods, building houses, running a hotel, managing a newspaper, discussing international affairs — the list is virtually endless. Dorothy Heathcote (from the University of Newcastle upon Tyne in England), a leading authority on improvisation, conducted workshops in North Carolina in June, 1975, on using creative dramatics in English and language arts. More than 120 teachers actively participated, and consultants from the Department of Public Instruction will follow up the workshops with seminars and class visitations during the 1975-76 school year. Hopefully, creative dramatics will come to be a significant part of many teachers' skills, relative to stimulating and guiding students' interests in learning English for whatever purposes students might have.

The Balanced View

Regardless of how soft or hard job markets are, and regardless of how much change the future holds in store, English is perpetually relevant to living (and working) well. It is essential that students explore and — one would hope — master the skills of language; also, in varying degrees of depth and intellectuality, students should learn to grapple with the world of ideas in literature. The human spirit craves art and eloquence, so many students always will chase the humanities in order to satisfy their craving. Other students insist that English be "practical" for them, in light of immediate career and vocational goals. But *all* English content can be made directly relevant to career goals. Schools must provide sufficient alternatives in English programs to satisfy the purposes which all students have for studying English. Through communication and cooperation among teachers, broadening concepts of the content of English, and employing varieties of approaches to teaching and learning, conscientious teachers and administrators will create the necessary alternatives.

FOOTNOTES

[1](University Park, Pennsylvania: The Pennsylvania State University Institute for Research on Human Resources, 1967), chart. 12, p. 7.

[2]"Meeting Our Enemies: Career Education and the Humanities," *English Journal*, 62 (September, 1963), p. 902.

[3](New York, N.Y.: Berkeley Publishing Corporation, 1968). See particularly the section on writing, pp. 27-35.

[4]"Short, Elective Courses," Division of Languages (Raleigh, N.C.: North Carolina Department of Public Instruction, 1973). See Appendix, pp. 13-19, in this position paper.

[5]This program is based at 410 Woods Avenue, Orlando, Florida, 32805.

[6]See Mr. Wigginton's Moments (Washington, D.C.: Institutional Development and Economics Affairs Service, Inc., 1785 Massachusetts Avenue, N.W. 20036, 1974). This publication contains the author's philosophy, levels of his program, and learning activities for students.

[7]See Charles Duke's *Creative Dramatics and English Teaching* (Urbana, Illinois: National Council of Teachers of English, 1974).

Denny T. Wolfe, Jr., is Director of the Division of Languages, State Department of Public Instruction, Education Building, Edenton Street, Raleigh, North Carolina.

IN ADDITION TO SKILLS, WHAT?

by Alan Lemke

At the 1975 St. Louis Conference on College Composition and Communication, William Walker, Director of the Atlanta, Georgia, Office of Economic Opportunity, spoke about the integration of career education and the teaching of language arts, especially those facets of language arts lying beyond basic skills. Once the business letters have been written, job application forms filled out, the newspaper diction mastered, and the stage fright controlled, what does English have to offer in way of survival skills — survival skills for young people and for a nation losing faith in liberal education as prerequisite experience to intelligent and comfortable living.

William Walker's question has the attention of English teachers interested in or fearful of integrating the teaching of English and career education. In addition to the skills, what? This essay provides two answers. First, in addition to teaching language arts skills and while teaching language arts skills through the use of community resources, teachers of English should lead students in the *study* of language, composition and literature. Secondly, the teaching of language arts skills and the study of language, literature and composition should occur simultaneously. Both the question, "In addition to the skills, what?" and the answers are neither new nor shocking. Professional literature on the integration of English and career education has not yet recognised the effectiveness and smoothness with which the teaching of skills and the study of English can occur.

Before it addresses the integration of career education, the teaching of language arts skills, and the study of language, literature, and composition, an English program must meet three prerequisite conditions. (1) Teachers of English, career education specialists, vocational education teachers, guidance counsellors, and students must realize that 'career English' is not a

synonym for vocational English, dummy English, or relevant English; career English is English for all students. (2) The English curriculum must be at least crudely progressive such that students recognize differences in academic depth in English class, year after year; students of English in high school must not recognize each English class as one more opportunity to learn the use of the comma, the use of models of deductive and inductive paragraphs, and the use of the moralist's or the formalist's approach to literature. (3) English teachers must be willing to take seriously the problems of the poorly educated, especially those looking toward years of unrewarding work, unemployment, and a repressive society. An English curriculum in which these conditions are no more than wishful thinking is not yet ready, either to address itself to career education or to complain about having to make English relevant to the world of work. (Although these three conditions are significant and crucial, their mention here is not meant to overlook the enthusiasm and ability of English teachers, the enthusiasm of students and the support of the general public.) Like the teaching of English, career education will flourish in the best climates, grow briefly but never bear fruit in better climates, and wilt in poor climates.

Relative to language arts and to career education, the question, "In addition to the skills, what?" covers more than can be addressed comprehensively in a single essay. Readers are encouraged to consider all of the activities described in the rest of this essay as examples of ways to integrate the study of language with both the least and the most exciting aspects of career education and English education. It follows that this essay ought to focus on something as routine as the teaching of the business letter and on the other hand the teaching of literature. English teachers who understand and improve on the examples in this essay will comfortably integrate career education and English in other areas of the curriculum. I have deliberately chosen simple examples and have stuck with them long enough to show a number of variations on a single theme.

Career education manifests a concern for utilitarian uses of language; and once during his school years, every student of language and composition spends time wisely if he studies the uses, format, and exemplary contents of business letters. Once is enough if the job is done well. Letters of inquiry concerning possible employment, letters written in response to the reception of damaged or defective merchandise, letters requesting travel information: all of these should be examined and written during the junior high years. Together, teachers and students can think of many kinds of business letters to write and study.

What does it mean to *study* business letters and at the same time study

language? In addition to learning the skills, what? At the same time, students learn and practice dozens of letter writing skills, any teacher who is worth his salt or who wishes to integrate the teaching of language arts and career education does a little extra because he is more interested in what students think than he is in what they can do. In schools, performance is important, but not nearly as important as understanding *what* one does and *why* he does it. Only then can a far more important question, "Do I want to do it?" be asked. Suppose junior high students, who had just learned the rigors of doing everything just right in business letters, were asked to (1) write the first paragraph of a business letter to a Datsun regional service manager, whose name they had, (2) write the first paragraph of a business letter to a local Datsun service manager, who had visited the class or who had been described carefully by the teacher, and (3) write the first paragraph of a business letter to the local Datsun service manager, each student assuming that his best known uncle was the service manager. By agreement, the content of all letters would be about the same problem, the first letter would be written without students knowing the others were to be written, and perhaps not all students would write all three letters. Students would be carefully instructed to explain things in a way the receiver of the letter would like best. Letters would be shared once they were all written. Once editing problems were taken care of so that all good letter writing skills had been practiced and learned at a high level of excellence, the question of a writer's audience could be raised. What effect does a writer's audience have upon his writing style? Did the three letters reveal identical, similar, or quite different styles? If students need help noticing differences, teachers would state their impression of differences in syntax, diction, tone, sentence length, and so on among the three letters. For example, if the letters were to be ones of either mild or vicious complaint, students should compare uses of words whose emphases were carried in their denotative meanings with uses of words whose emphases were carried in their connotative meanings. Teachers might find that emotive language was used or not used depending upon the audience for the letters. These elementary but crucial issues in rhetoric and semantics need not take second place to the practice of language skills in business letters if teachers will ask "In addition to skills, what?" Neither do these principles of rhetoric and semantics have to be taught in a vacuum without reference to the world outside the school or without reference to a student's own use of language.

Studying and understanding business letters includes thought about such student questions as, "Why can't I have the kind of margins I like?" or "Why is my letter so boring?" Suppose two or three students were to call a

local banker, a service manager for Sears, a state English consultant, or a busy insurance office receptionist to ask questions about how many letters are read each day, about how those letters are answered, and about what it feels like to be a letter answerer. Suppose two or three students were assigned the task of answering all the letters to the regional Datsun service manager. These and similar activities would go a long way toward explaining the role similarity, pattern, and strict adherence to format play in the efficient answering of and in toleration of complaining customers. Until students understand reasons for the rigors of the business letter format, they will not know the difference between training and education, policing and teaching, and not liking and liking learning.

Educated and experienced teachers of English can take the letter writing exercise into further study of rhetoric, semantics, composition or dialectology by examining the students' letters. In schools, the writing of business letters should be done in such a way that students learn language skills, learn about the business letter format, and simultaneously learn principles of semantics, rhetoric, and dialectology. The enthusiastic integration of career education and English facilitates such learning and teaching, without striking fear in the hearts of the English teacher who wishes to maintain high academic standards.

The integration of career education and English asks more of teachers of English than that they blend activities already in the English curriculum with career education's interest in the development of utilitarian linguistic skills used by the writer of a business letter. Career education is based in part upon the belief that English classes and other subject areas take on a role historically handled by the home. Young people today have little opportunity to know very much about their father's, mother's, uncle's, aunt's, neighbor's, or anyone else's work. Career education as it occurs in the English class proposes that something be done for the young person who knows only that his father or mother goes down to the plant, goes to the office, or punches a clock. Integrating career education and English in most high schools, junior high schools, and elementary schools entails this new dimension. It is fair to call this new dimension an opportunity rather than a threat. As a part of the study of business letters or as a part of almost any other study at almost any other grade level, suppose that one contact with the working world occurred in one or more of the following ways: (1) three students spent a day with someone who spends a considerable amount of his time answering, rerouting, or in other ways responding to letters. (2) Three students who had a fair grasp of what it is like to be a letter answerer wrote a page of dialogue, or more, between a letter answerer and his boss, or between a letter answerer

and a customer, or between a letter answerer and his spouse — or all three if rhetoric is of interest at the time. (3) Suppose a letter answerer told the class or a few class members about the varying abilities, personalities, levels of excellence, and career goals known to himself and to his fellow letter answerers. (4) Suppose a letter answerer's typist talked to the class about his appreciation of linguistic clarity, consistency, and accuracy. (5) Suppose a panel of businessmen and civic leaders talked candidly about receiving and writing business letters. Such occurrences as these would also add excitement to many classrooms in which day after day teachers talk and students sit. Such occurrences as these would provide ways to study semantics, rhetoric, or dialectology using students' active participation.

There are other ways students of all ages can make contact with people in careers of their interest and learn language skills at the same time. One or two teachers can locate and request patient cooperation from business people, government employees, and other skilled laborers. For example, nurses, carpenters, teachers, county clerks, department store clerks, personnel officers, and more are willing to write seriously about their work if students and teachers listen and ask significant questions. After an initial letter of introduction or after a classroom based interview, students and community workers pair up, writing to one another three or four times in a serious attempt to ask and answer questions, to exchange ideas, and to discuss fears and joys associated with the many careers of a community. Language arts instruction can reach out into the community, to its realities, to its life styles, and at the same time improve the teaching of skills and the study of language.

Not all blends of career education and English are immediately or directly obvious. Creative drama has the power to help students and teachers investigate and dramatically experience human relationships — power struggles — between workers in society. Suppose that in the absence of a few students, a class agreed to allow the teacher to toss the absent students' work in the wastepaper basket and in other ways treat the students with indifference for a period of time. All but the excluded students would be assigned the task of close observation, watching for signs of frustration, anger, arrogance, withdrawal, etc. The game should be repeated once at least before similar imaginary situations are explained briefly and experienced through improvisation and discussion. Creative drama students who have seen and felt the emotions inherent in the movement either of the will of the majority or the weight of an unexplained policy against an individual might enjoy the proposition, "language and all other communicative media are vehicles of social action and not modes of expressing one's self." In this way,

experiences in creative drama, and the study of the functions and efforts and feelings of words are integrated through English and career education. Once again semantics finds its way into the integration of career education and English. The depth of understanding is dependent only upon the grade level, the teacher, and the atmosphere in the classroom.

Teachers of English who can visualize the study of business letters, language, and creative drama in these and other ways won't have too much trouble bringing literature, film, and creative writing into the picture. Before considering examples of ways to integrate the teaching of literature and career education some commonly known words of caution are in order for they are too easily forgotten under the influence of attempts to tie aesthetic experiences to the human condition, to social problems, and to career education. First, neither the relevance of literature nor the relevance of any single piece of literature is timeless and can be reinterpreted again and again year after year in the light of some new brand of literary criticism or in light of some unexpected social, political, aesthetic, or personal event. *Macbeth, The Rainbow, The Ordeal of Running Standing, The Jungle, Plain Speaking, Maiden,* and *Canterbury Tales* are not accounts of people choosing careers wisely or foolishly. Unfortunately, some day, somewhere, some teacher is going to ask his class whether or not Macbeth had the job skills to be a king. A second caution about the use of literature has to do with the student's personal grasp of the literature he has read. If he understands a piece fully on his own, then and then only, applications of the piece to life situations make sense. *Giants in the Earth* is about farming, one might say, but there are few students these days who both read *Giants in the Earth* well and understand enough about farming to ask the relevance of *Giants in the Earth* to the art of making farming a career.

We might remind ourselves, finally, that literary experiences and pieces of literature themselves are cherished in part because they are the property and possessions of the individual to be used as he sees fit. Not too long ago, I used my memory of *The Rainbow* in order to understand a woman with whom I spent but one brief evening, but had my teacher taught me that *The Rainbow* was a tool useful in psychoanalysis I'd not have had a literary experience, and *The Rainbow* would not have been taught as literature but rather as psychology, sociology, anthropology, or pornography. These cautions — that the relevance of literature is not now and that the application of literature must follow a fully comprehensive and personal reading — need not polarize thoughts on the matter into two camps — one camp where literature is thought to be sacred, the other camp where literature is thought to be useless unless it helps people solve economic problems.

Career education and the teaching of literature have interests in people's attitudes toward work, toward particular careers, and toward career development. In *The Jungle* by Upton Sinclair, Jurgis only occasionally makes aesthetic moral, or social judgements about the rise of people in Packingtown: Jurgis's concern is for his family's well being and for his own physical survival. It is Upton Sinclair, writing in the third person, who pictures the moral, social, and aesthetic climates in which Jurgis moves more or less unaware of anything beyond his family and himself. Teachers of English and students will no doubt be interested further in Sinclair's lengthy exposition of socialist principles, in Sinclair's use of features of the novel's setting to build sympathy for a less than glorious tragic hero, in the rapid disintegration of the Lithuanian traditions and in the psychological ways each character handled depravation, alienation, and starvation.

Although these and other aspects of *The Jungle* deserve discussion and should not be given only superficial treatment, one or more of the following classroom activities facilitates the integration of the teaching of literature and career education. Suppose that prior to student reading of *The Jungle,* Whitman's "I Hear America Singing," Langston Hughes' "Dream Deferred," Wordsworth's "London," and O'Neill's "The Hairy Ape" were read, studied, or simply summarized by the teacher. Students can report stories told by parents, grandparents, uncles, and aunts about work experiences, about exploitation of the poor, or about the ugliness of the city. Prior to student reading, parts of *The Jungle* can be read aloud and briefly discussed. Community environments similar in some way — physically, aesthetically, or psychologically — to the setting apparent in the parts of the book already to the students might be identified and described. Short stories, or only the beginnings of short stories, are written in response to selected passages from *The Jungle* and in response to selected community environments. Students can use cameras to arrange still images of the working conditions in the community. Labor union members will accept invitations to talk to a few students or to a larger group of students. During the reading of the novel, newspaper articles and televised news accounts will undoubtedly relate to the many parts of *The Jungle,* and more importantly *The Jungle* will relate to many news reports in modern newspapers and on television.

In these activities and in others, the relevance of literature to career education is seen — without asking such questions as "Did Jurgis like his job?" "Can a man be happy even if he has a job he doesn't like?" Although teachers must listen when students ask these kinds of questions, the two cautions studied earlier must be remembered. The relevance of literature is

not known and the application of literature must follow a fully comprehensive and personal reading — a reading fostered by classroom activities which reach out into the community, to its people, and to its realities. Literature cannot be read in a vacuum, at least not by young people.

Career education asks no more than the use of community resources to enhance the teaching of language arts skills, no more than the teaching of skills in such a way that the teaching of skills becomes secondary to the study of language and composition, and no more than the recognition of literature's power to address the multiple relationships between work and the human condition.

Alan Lemke is an English Education Specialist at the Illinois Office of Education, Springfield, Illinois.

VOCATIONAL INDEPENDENCE: A BICENTENNIAL GOAL FOR THE ENGLISH CLASSROOM

by Edmund P.L. Fitzgerald

The recent pressure to improve handyman skills as compensation for sufficient pay raises or to learn about the trades as job insurance has led some of us to realize that there are many understandable, profitable, and enjoyable aspects of technical or business oriented instruction suitable for the secondary level English classroom and of value to our vocational and college bound students who face an unpredictable career market, a whimsical economy, and unprecedented leisure time (probably at home if present trends continue). As distributive education, cadet, community classroom, work study, and career education programs expand and explore the learn-by-doing trend in education, it becomes clearer that early familiarity with several fields, reasonable entrance level competence in more than one, and the acquisition of a variety of skills are not only desirable because they permit knowledgeable choice of occupation or because they provide an increasingly important flexibility in choosing but because they also help individuals acquire the dignified independence of understanding in their lives as citizens and consumers.

Certainly, English teachers have had as a goal for their students a similar independence in that the skills which they teach and the capabilities which they try to develop are essential to civilized human living. Modern understanding of the learning process and of ourselves has caused many English departments to make substantial alterations in their curriculum

content and program scheduling in order to find more efficient methods of reaching the same goal defined in terms of today's people. Mini-courses, elective courses, independent study programs and contractual projects are but a few of the promising vehicles not only for adapting curriculum to students' individual needs, for allowing English teachers the opportunity to share in career education, but also for offering us as teachers the flexibility to explore new techniques and subjects to lead (or to follow) our students to an even greater human independence.

Much needs to be done, however, for us to realize the full potential of our new approaches and to solve the already evident problems which result from the natural lag between the changes in form and the thinking behind these changes. Realizing that each educational program has both assumptions and implications which dictate daily teaching decisions which, in turn, dictate much of our attitude toward and understanding of what we do and realizing that much of this decision making process is habit rather than sound analysis because decisions seem obvious while a system is maintained, we should examine the "mind forged manacles" created by our earlier programs which may impede the successful development of our recent innovations. For example, how difficult is it for us to avoid thinking of English for the vocational student as a level of learning rather than as an approach to a type or form of English because so many of our vocational students lack either the ability or interest to achieve satisfactorily in more demanding academic courses? For the sake of perspective, what would a group of APP students with technical or business interests be likely to ask us to teach in related English courses? They might ask some of the following questions. Since each of us, regardless of occupation, will be consumers of products of varying technical complexity, how can we become wise buyers in unfamiliar markets? Most of us will want and probably need to learn some basic mechanical skills to maintain our homes, cars, and equipment on reasonable budgets. Can we learn to develop these skills safely and efficiently on our own? Are there reliable methods of self-instruction or good habits and attitudes which would be better to learn while we are growing up rather than when we are holding down full time jobs and trying to raise families? Also, many of us will pursue hobbies, work second jobs, or be involved in professions or businesses which will require spare time independent study. Wouldn't it be beneficial for us to discover now which methods work best for us? Even though the subjects we wish to learn are technical or vocational, aren't the methods of self-instruction really improvement of our communication skills and therefore best taught by people qualified in that area of education?

Certainly, the suggestion that there is a no man's land between the formal instruction and hands-on practice offered by industrial arts or business occupation programs and the literature and language skill courses normally found in the English curriculum unveils several possibilities for cooperatively taught courses and for specialty electives sponsored by each concerned department.

Development of such courses as options among the usual English offerings may help to increase our effectiveness in at least two problem areas. As mentioned, it will give us the opportunity to supply a larger number of students with a greater range of abilities and interests with a more complete background, and it may help to relieve a long time tension found in many academically oriented English departments. Those of us who have taught English courses designed for the vocational or non-college bound student have experienced the frustration of trying everything from hard line instruction to the grand performance with unsatisfactory results. No doubt basic writing courses, readings in shorter and simpler forms of literature, discussion classes based on universal themes or personal experiences, and any courses which offer training or practice in basic understanding or communication skills serve many purposes and students as difficult as they may be to run effectively. Unfortunately, because of department standards, numbers of students, interest level of many students, and a variety of other unavoidable circumstances, these courses have required procedure, discipline, and comparative grading particularly distasteful to students who have been uncomfortable in the established system for a decade of their lives for a number of reasons. Indeed, we are not in the business of rose garden promising, but these students are most in need of vocational independence since they probably will be limited in occupational flexibility due to a lack of formal education. Perpetuating their academic discomfort with a steady diet of courses which are remote from their interests will only further convince them that books and learning are just too difficult for them. Hopefully we are not in that business either.

Independence, ironically during the celebration of our 200th birthday, seems a rather distant goal as both nation and individuals experience the harsh grip of dependence. For many Americans the harshness is not new, but for those who could afford to believe, recent revelations of the world power structure are more than intimidating. All of us are made insecure by having our livelihoods threatened by foreign producers or in fact by unknown, underpaid $250,000 a year executives because they supply what we need to do or to get to our work. Even more locally, all of us at one time or another have paid apparently exorbitant prices for products or services without ob-

jection because of our painful (at that moment) awareness of our own ignorance of production, distribution, and retailing costs or of service overhead. Most of us have barely minimal awareness of what services have been performed for us to say nothing of how well they have been performed. The massive number of ignorant consumers allows these specialist monopolies to exist. This appalling fact is a blot on our record both as educators and as citizen consumers. As if the above were not depressing enough, we might review the work which we've paid for that we might have done ourselves. True, we cannot develop proficiency in every trade or business nor can we afford the tools or time for everything needing repair. However, this is not a substantial reason for not devoting some of our time to investigate the technology and business which is so influential in our lives.

If you haven't read a *Car Craft* or *Changing Times* article for a while, you may be pleasantly surprised at the state of the art of such non-fiction. Many of the writers for these publications are not only informative, but humorous, "real," and thoroughly enjoyable. After all, they have to have something to offer if they are going to ask constructors of superdream projects (who need to buy whatchamacallits for their thingamagigs) to fork over $1.50 for an issue which may only have one or two articles of special interest to them.

Most of the subject matter in many of these fine publications is not difficult to understand. Much of it is written for the general reader or the novice enthusiast and requires only time and minimal effort for adequate understanding. But that understanding is truly valuable from educational and financial viewpoints. Perhaps this observation raises questions about another carry-over assumption from our past educational programs. Must all of our offerings be a challenge to the imagination and creativity of every student who enrolls in them? Is there insufficient merit to allowing a student class time to read and to understand material which is not necessarily complex but is valuable? Do we need to "teach" everything or can we not perform worthwhile educational services by being guides, aids, and co-learners in these situations? If a student leaves a classroom daily with a new concept, a few new vocabulary words, some reading and understanding practice, a little better understanding of how his world works, and perhaps even some practice in problem solving with his also previously ignorant English teacher, he is better educated and closer to achieving human independence. He is probably more encouraged to learn on his own. We haven't had that kind of success even in our literature courses judging by the disheartening statistics concerning the literature read by college grads after the termination of their formal education.

I offer a ten week elective course questionably named English for the Technical Trades. Students with my help select readings in subjects ranging in sophistication from radio astronomy to masonry. (No, I am not suffering from encyclopedical mania, but give me another year at this and ask me anything!) They usually decide upon three topics, either separate or sequential, to investigate during the course. Each student must devise a way to show me his progress and agree to complete satisfactory amounts of work within definite time periods. All reading and writing must be done in class. (An obvious device to keep girl and boy friends as well as paid associates of my students ignorant.) Some students simply want to know about subjects of interest for possible future use. Generally they compile a set of helpful, organized notes including diagrams, a glossary, and useful trade tricks or items of special significance. Others are involved in projects or hobbies and need to add to their background information. They usually are willing to prepare class lessons from their notes and their previous knowledge. This is a good way for students to organize and to test their understanding (or to show off constructively) as well as to acquire new information from their audience. (Remember how much you learned from your first teaching experience?) Still others are interested in finding out about careers or some larger field of study. Most often, they do research papers or oral reviews with me. I encourage students to try different methods with each topic, but, believe it or not, notes and research papers are the most popular.

My role in the course is guide, observer, listener, problem solver, evaluator, and, most importantly, converser. Besides being fun, talking about subjects that students are interested in is a good way to do some worthwhile individualized instruction or perhaps "fraternal" instruction. Students really feel on equal ground talking about fuel injection with an English teacher. (Little do they know they've captured the hill!) They speak freely and ask questions openly (depending upon how close one of the local dragsters is sitting). Most of their difficulties result not from the subject matter but from misunderstandings, misreadings, fuzzy thinking, and faulty expression. Therefore, I have a job. I come to class prepared to work with my students as they grapple with tasks which my experience with learning, with communication, with research, with people, with problem solving, with uncooperative mechanical devices, with scraped knuckles and bruised thumbs should help them complete. If my experience proves insufficient, we both learn.

Ed Fitzgerald teaches English at Needham High School, Needham, MA 02194.

BOOK FAIR DISTRIBUTORS

DIVISION OF
A & A
DISTRIBUTORS, INC.

4 MEAR ROAD
HOLBROOK, MASS. 02343
617-963-8000

America's Largest Source of Paperbacks
Over 40,000 Titles
Over 500 Publisher Lines
Now Offering Over 2,000 Hardbound Titles

Speedy Handling of class orders,
library needs, Elementary and High School Book Fairs

Our warehouse is open Monday-Friday 9-5:00 p.m.
You are invited to browse and
pick your own books.

Write us for our Elementary Catalog
or our complete List of Lines and Discount Schedule.
"It Costs No More To Deal With America's
Largest Distributor of Educational Paperbacks."

1. UNDER 10 ASSORTED PAPERBACKS.....NET
2. 10 or MORE ASSORTED PAPERBACKS 20%
3. 250 or MORE PAPERBACKS — MINIMUM
5 COPIES PER TITLE 25%
4. 500 or MORE PAPERBACKS — MINIMUM
5 COPIES PER TITLE 30%

CAREER ENGLISH: SOMETHING USEFUL

by Joyce Kelly

"No poetry! A year long English course, with no poetry, novels we gotta read, or junk like that? Honest?"

"Honest. It's called Career English. You do research and write papers, but about jobs that you choose because you want to learn about them. You can take this course for your third English credit, or take it as an elective your senior year."

Students are not so astonished now; the course has been taught three years at Carbondale Community High School in southern Illinois. It was developed to meet the needs of students who don't respond well to the traditional literature-centered English class. (No poetry! *Honest.*)

I am a literature lover. Why else would I be an English teacher? Yet, I find enthusiasm for the usefulness of the course content in the students' daily lives. Also, I found that by the students' junior year in traditional English class, a significant number of them are confirmed in anti-English-class attitudes. These attitudes are obvious in the classroom, at student conferences, and during pre-registration activities. Some students are just not traditional-English-class-oriented; their attitude barriers prevent the traditional class from meeting their needs in developing communication skills.

Four years ago I asked a class of apathetic students who were grumbling about assigned work in a conventional text what they would find valuable to learn. For the most part, these students did not plan to attend college, so they responded, "Something we can use." Not long after that, my department chairperson approached me with the idea of evolving an approach to English which would more nearly meet the needs of students who had an aversion to traditional English studies; the need for such an approach had been clearly established in my mind, so I readily accepted the opportunity.

Let me point out that this is an alternative; the basic sequential program, literature and composition centered, remains strong and rightfully so. However, our department worked jointly with guidance and vocational staff in structuring this new course to meet the needs of students who did not plan to attend a four-year college.

"Something we can use," the generalized comment, had some specific examples in individual student responses: writing a letter of application, learning about the employment market, and hearing what qualities employers consider necessary for successful employees were some of the detailed requests. The information that resource persons brought in and some that I prepared became the core of material for the full year's program for 1972-73.

In Career English, the major procedure of the course is investigative: the introductory part of the course focuses on assisting the student to gain self-knowledge about skills, interests, preferences, abilities, and personality traits. He explores terms which he learns to apply, helping him to see himself more definitively than before. The function of work and the major categories of work are then explored. The student is encouraged at this point to choose three tentative career fields he would possibly consider entering. At this time, I stress to students the *future shock* observation which indicates that career changes occur frequently; they are encouraged to expect such changes in their respective futures.

The student's own goals, individualized, remain within the broader goals the course is designed to assist the group to accomplish. The students then begin library research, each working to discover information about the general fields of his choices. The students have assistance in acquiring and using the skills of locating information. Source listings in a bibliography are required, so recording the necessary information as they use the materials is emphasized. The students perform this research in five class sessions that are scheduled into the conference room of the learning center. Two class periods are then allocated for the students to use, with teacher assistance, putting the information into research paper form, with an introductory paragraph, thesis sentence — all the traditional form — but with practical content of the student's own career interests. Basic career requirements of training and education, working conditions, salary range, demand in the field, possibilities for advancement, and worker satisfaction are some of the aspects that the four or more papers written during the school year include.

Lively and useful materials are an important part of promoting enthusiasm for the content of the course. Also, content and presentation should be evaluated for effectiveness in helping to modify existing negative attitudes toward school and work held by some of the students who choose this course.

I gather and adapt materials from many sources. Comic strips, current information from magazines and newspapers are incorporated whenever it relates to the subject under study. No text is used, but supplementary material on media, self-rating, decision-making skills, and jobmanship are integrated into the course structure. There are some effective sound filmstrips, sound-slide sets, teacher-made transparencies, and the trusty black board, which are used to vary the activity in the classroom as well as to more effectively present information, since the boring point for most of these students is very low. *Learning* magazine has provided a number of ideas for activities in recent issues; a "people packaging" image tip and an auction

which, in a concrete way helps students see values in action, have been among the most successful from that source. These, along with the videotaping of commercials the students wrote, directed, acted, and filmed, were the most successful activities this past year.

The richest part of class experience, according to student opinion, is the community participation aspect. People ranging in work background from an auto dealership service manager, the local bank loan and account liaison person, an activity therapist at a shelter-care home, a policeman, to a heavy equipment operator, are some of the 'workers' who have come from the job into the classroom to tell the students directly what it's like out there in the real world.

In addition, one of the major assignments is for the student to interview someone working in one of the student's tentative career fields, asking such questions as, what are the advantages of the person's job, the disadvantages, and if he had a chance to begin again, would he pick the same career field? This is a written assignment; however, the information is shared within the class. From the research papers, this interview, and other written work in the class, specific language usage problems are spotted. Exercises using career content are assigned to help students overcome these problems, which are the usual sentence structure, subject-verb agreement, and pronoun and apostrophe use.

The student accumulates work within the class which is collected into a "job kit." In this job kit is a detailed sample job application which he has filled out in class; it has been commented on so he knows its strengths and weaknesses; a letter of application which he has written in response to an actual classified ad; a sample resume; complete information required to contact references who have given prior approval; social security number; proof of age; and where appropriate, samples of the individual's work. The student takes this kit with him from the class as a basic job-seeking tool.

Self-awareness, research and communication skills, facts about careers and some decision-making skills to work with the facts, some tentative career and personal goals, knowledge of opportunities for further training past high school, and a sense of the role of work in one's life are included in the goals of the course, Career English. The school, the department, and I look upon this course as one which evolved to meet the students' needs for "something we can use."

Joyce Kelly teaches English at Carbondale Community High School, Carbondale, Illinois.

YOU, THE JOB AND THE WORLD: SOMETHING FOR ALL STUDENTS

by Hermie Gaston and Jan Worthington

Thirty students enter the classroom. Some of them will drop out of high school, some will finish high school and go to work, and some will go on to a technical, business, or four-year college. *You, the Job, and the World* is a nine-weeks short course designed to meet the varying needs of all these students, regardless of their age, their abilities, or their aspirations. The course guidelines open the door to all students by specifying that this course is intended for the student who is concerned with building reading, writing, and listening skills that are important in the field of work.

Some aspects of the course are presented to all students. They begin the course with a self-interest inventory which allows them to find out more about themselves, their interests, and the career that is right for them. All students also explore the procedures involved in applying for a job, including the letter of application, the job interview, and the operation of employment agencies. The writing of business letters of all types is also a part of the common core of the course. Speakers with various occupations and insights on the world of work talk with all students. Finally, all students are required to work with budgeting and handling money.

For students who need additional help with the mechanics of filling out forms, learning centers with pre and post tests are set up. Here the student works at his own pace and practices following directions and completing forms. If the student has difficulty with standard English, which may be important to him in his work, centers with language masters and audio tapes are provided to give him practice in adding the standard forms to his repertoire. In addition, spelling and letter writing centers are available for the student who needs extra help in these areas.

Optional activities are many and varied. If the student wishes, he may explore his career choice in depth, discussing his choice with a guidance counselor, collecting materials from the media center, and finally writing a report or preparing a multi-media presentation on his findings.

Activities focusing on getting a job include preparing a skit of a job interview and researching want ads and preparing a chart or graph on various types of opportunities available. More capable students might choose to prepare a resume or write a letter of resignation, supposing that they are leaving one job to take on a better one. Another activity choice is to survey twenty high school seniors and chart their career choices, the educational requirements, the average pay scale, and the working conditions and extra benefits expected.

Exploring the world around them can open many new and exciting possibilities for students. Both in centers and in small groups, students look to the options open to them in the fields of recreation and entertainment. Students discuss the selection of movies, television programs and choices in cultural events, such as theatre or concerts. Some of these possibilities are totally new to some students. In addition, students examine sports in which they may participate and select a vacation spot and plan a trip. Even restaurants are judged according to their appeal, prices, and specialities.

Although few students have ever considered the problems involved in buying or renting a home, securing insurance, or handling money, these are matters that will soon be a very important part of their world. Again the choices of activities are great so that each student may find a project suited to his interests and needs. Students may engage in surveys of various types of insurance; they may visit a bank and learn about its many services; or they may interview realtors to find out about available housing.

For students who need extra practice with money management, centers are set up wherein the student may practice writing checks and balancing a checking account and filling out deposit slips. Students ready to do more advanced work in this area may work with the problems of securing a loan or mortgage, establishing a trust fund, maintaining a safety deposit box or purchasing saving certificates. At some times students are provided with lists of activities from which they may select; at other times students design their own learning activities based on their individual interests.

The primary advantage of *You, the Job and the World* is that it offers a basis of useful information and skills while still allowing students to move out from this basis and investigate particular topics of interest to them. Such a course can truly be said to offer something for all students.

Hermie Gaston and Jan Worthington teach at Greer Senior High School, Greer, South Carolina.

ENGLISH WITH A DIFFERENCE

by Eleanor Nudd

Visitors to my Vocational-Technical English class will be excused their misapprehension if they think they have strayed into a math class, the mechanical drawing room, or even a science lab. Students may be computing the area of a barn roof as part of a comprehension exercise for a roofing and siding manual. They may be drawing plans for a house, preparatory to estimating the cost of construction and drafting a request for a building

permit. Or they may be doing electronics experiments to demonstrate their ability to read and follow instructions.

Vo-Tech English is a semester course offered at three ability (or phase) levels. It is largely individualized, each student working on learning packets designed to challenge yet not frustrate him. However, one day each week is set aside for movies, visiting speakers, field trips, or class work on some general problems such as reading technical symbols.

The chief aim of the course — aside from increasing the student's ability to read and write! — is to persuade students that English skills are actually going to be useful to them in on-the-job situations. To this end, not only are the course materials relevant to the world of work, but the set-up of the course is also based on workaday procedures.

For example, students are required to keep track of the work they do each day, chalking it up on a chart which I inspect regularly. Finished exercises are corrected by the students themselves; they "inspect" their work by comparing it with laminated answer sheets. (The work is then filed with me to eliminate the temptation to hand the answers along to another student!) I correct only final evaluation papers for the simple reason that the paper work involved in correcting *all* exercises done by the students would be overwhelming. Students are required to get through a set number of work units in order to "hold their job" — or, in academic parlance, pass the course.

There is no textbook for the course, none having been found that satisfied all the course objectives. Instead, I have constructed units of work in three areas: composition, reading, and work experiences. Many of these units are based on forms, manuals, and materials contributed by companies in Franklin. For example, a local hardware store turns over the out-of-date, loose-leaf pages from their wholesaler's catalog. Role-playing the buyer for either a sporting goods store or a housewares department, students order stock from the catalog (using the correct form for a business letter) and also fill out a memo to their store manager explaining why the purchase is needed.

Filling out forms is one of the most important units in the writing section of the course. Job application forms, work order forms, expense account forms, and shipping forms have been donated by local companies and I have written up exercises making use of them. One of the most interesting of these (to me, at least) is based on a Public Service Company work order form and involves the repair of my washing machine! Another exercise concerns a sales trip undertaken by a Black and Decker salesman operating out of Boston whose car breaks down in Franklin, necessitating a stopover at a local motel; students fill out his expense account with appropriate explanations for this setback.

More extended writing assignments take up the problems of describing tools, machinery and processes. My classroom is decorated with gaskets, differential gears, an antique wood plane, and a dismantled electric iron, all useful subjects for description. Students also write progress reports based on their work in shop courses. And they do brief "resource" papers answering such questions as: How are shotgun shells re-loaded? What methods of wood preserving are in use today? What kind of power plant is likely to be under automobile hoods by 1980?

Reading materials for the course include a few purchases — notably two books prepared by the Bureau of Naval Personnel: *Basic Machines and How They Work* and *Tools and Their Uses*. These are excellent for instructing the English instructor as well as the student! But they are also excellent for pin-pointing reading problems and emphasizing the importance of paying close attention to what words actually say. For example, on page 1 of *Basic Machines*, the question "What is a machine?" is answered in two ways: by describing the five ways machines are used and by listing the six basic machines. Students frequently think the two are interchangeable. The word "six" is specifically mentioned, but not the word "five," so students who are asked how many ways there are to use machines will often answer, "six."

Many of the reading materials, however, are what I like to call "found" materials. The variety of manuals and brochures available free from building supply dealers, automobile dealers, and marinas is astounding. Some provide more reading than others, of course. The "Ceiling Planner" put out by Fiberglas for their suspended ceilings is one that I have found especially useful. It is a pamphlet of explicit directions intended to help the home owner put up his own ceiling and therefore it assumes that he has wall angles and cross tees ready to use and needs no definition of what they are. The student reading the brochure must make inferences as to the function of these materials. He must read carefully in order to understand the order in which various tasks have to be done. And he must read pictures as well as words.

Using "found" materials has many positive side benefits. First, it engages the interest of people in the community who are contributing materials. I have never found anyone unwilling to assist me in my search for interesting brochures. Second, it enables me to constantly update the course and increase the options open to students. And third, it makes life interesting for the teacher: I am always excited when I find some new material in an unexpected place — such as the VW Dasher road test and technical report I discovered at a VW dealer's quite by chance; when I explained why I would like more than one copy, he handed me thirty!

The work experience section of the course relies more heavily on "boughten" materials. Students have a choice of units: they may explore various job fields through the "Hello, World!" series, work on McGraw-Hill's packet called *Service Station Operation and Management,* or get involved with home construction using their imagination plus a folder of "found" materials.

Student reactions to the course have naturally varied considerably. Asked to write a comment on the course, one student refused, being completely turned off even by this approach to the study of English. Other comments show all too clearly that the course failed to improve ordinary composition skills. The comments that follow are faithful copies of the originals.

> I really agree with the course, it is a work by day course, work at your own level. If you want to learn, it can be very possible on your own. The direction is good, a great course for anyone who is going into tech school.

> In my opinion I felt I learned a lot from the course, it taught me a lot about different things I never knew anything about. I think the course is good because it gives you a change from the same routine, spelling, reading, etc. I know myself that I prefer the course much more than some other courses offered in the English program.

> I liked the course though the class was a little rowdy. Beforehand I had Shop I and Shop II so I had a little experience vocationally as well as having held a job at a grocery store. I feel the course taught me a great deal in work, at home, and a little business courtesy, memos, letters, receiving telephone calls and order forms.

As the last comment says, the class is sometimes "a little rowdy." Put twenty-five-plus boys in one classroom with a leavening of only two or three girls, give them a variety of tasks to work at and some freedom to choose among these tasks, require — not merely allow — them to move around the room to obtain materials, check answers, and fill out the time sheet: a certain amount of bedlam is bound to result. But a phenomenal amount of work also results. If I am sometimes frenzied, I am also sometimes delighted when one of my students pats me on the shoulder and says, "Calm down, Mrs. Nudd!" The class is lively which means that it is alive.

Eleanor Nudd is a member of the English Department at Franklin High School, Franklin, New Hampshire.

FOCUS ON CAREER AND VOCATIONAL ENGLISH

by Owen Kerr

Decisions in Literature and on the Job

Literature communicates the rich, mysterious challenges of the human condition to those who are receptive. To focus on career and occupational topics is simply an examination of one very real part of the human condition. However, this focus is only valid when it prudently enriches all other human concerns. To limit communication preparation to a specialized job in a rapidly changing technology isn't the answer. Communication preparation must be concrete enough to work successfully in any job and yet universal enough to search for literary enjoyment. Without literature, technology can obscure human freedom and happiness as in W.H. Auden's poem, "The Unknown Citizen."

One way of focusing on career topics without distorting other needs is to start with real or imaginary literary characters as they make decisions in order to solve problems. Since this is a constant human concern and since it is familiar ground for teachers and students, it's a wonderful place to begin.

The next step is reading, writing, speaking, and listening about real problems in technical and career areas. A realistic framework is the proposal with its statement of the problem, analysis of possible solutions, and a recommendation. In a less formal approach, the problem statement may be followed by a recommended solution. If appropriate, charts and illustrations are used to complement the verbal message. In any event, the communication of human attempts to solve real problems survives the changes in technology and serves as a springboard back to literature.

As a teacher of a 12th grade course in technical communication, I have used proposals, especially design proposals, for a few years. Some sample assignments follow:

1. Design a work-study area for your personal use in the subject area or occupational area which you have selected. Identify and position all items of equipment. Take into consideration light, heating, electricity, and all related factors. Be specific. Estimate cost. Include a clear, detailed illustration to complete your verbal discussion.

2. Design a personal record system which accounts for all items of important information. Education, employment, tax records, budget of income and expense, and social contributions are some examples. Write a basic resume.

3. Design or redesign a classroom, a lab, a tool, or an item of equipment from a technical or vocational course. If appropriate, provide an illustration or a floor plan.

4. Redesign all or part of a car, truck, or four wheel drive vehicle. Specific possibilities include fire, rescue, police, utility companies, contractors, repair work, camping, and racing. Be specific. Include illustrations and cost figures.

5. Design a personal entertainment center. Identify specific makes, models, cost, and important specifications for all items of equipment. Include storage areas for records, tapes. Include number and location for all speakers.

6. Redesign part of a technical course so that it is more closely related to current career needs.

As a springboard back to literature, the redesign of a saw may introduce the poem, "Out, Out—," by Robert Frost. The modification of a car may suggest Karl Shapiro's "Auto Wreck." The idea for a room or house may suggest "A Fence" by Carl Sandburg. A work-study area with reference books may suggest "The Last of the Books" by Alfred Noyes. Eventually a discussion of what technology can and can not do may enrich an appreciation of the need for poetry.

As part of a focus on career and occupational topics, proposals provide a great opportunity for thinking, writing, speaking, a touch of technical illustration, an insight into the human process of solving problems, and even an enrichment of poetry.

Owen Kerr teaches English at the Hutchinson Central Technical High School in Buffalo, New York.

LANGUAGING AT WORK

by Dr. Eileen H. Kruegel

Last fall our school district, through the instigation of the three secondary English department heads, initiated a one-semester composition requirement for all eleventh graders. We divided the students (as second semester sophomores) into three levels: the university bound, the two-year college bound and the vocation bound. The three courses into which these students were enrolled are respectively called Advanced Composition, Fundamentals of Composition, and Language at Work. After a year's trial the arrangement proved very successful and the students found themselves in courses challenging to their skills, abilities, and interests without receiving the stigma of Honors or Modified.

True, there were problems. We still cannot locate adequate texts for two of the levels, and some of the seniors who elected the courses during this

initial year drifted into courses contrary to their abilities because they liked the teacher, or they wanted to be with their friends, or the classes came at a good time of day, or some other hackneyed reason. One of our chief concerns was the fear, both from the English and Business Education teachers, that Language at Work, for the vocation bound, would be a duplication of Business English. We discovered it need not be. Both departments were training for effective language needed in careers, so naturally there was some overlapping; for example, in areas such as career investigation, job application, letters of introduction and reference, and interviews. But the Business Education Department concerned itself with careers related only to business; we covered many others. And even in the areas where there was duplication of content occurred a differentiation, one of emphasis. The Business department taught the *what* and the English department taught the *why* and *how* of effective languaging at work.

A second concern regarding this vocational composition course was that it, being the "easiest" of the three, would attract students who wanted to get cheap credit in composition. They tried but we outsmarted them by making the course tough, if not in type of work at least in amount and depth of work. We also worried about the "hoods" flocking into Language at Work. To be sure we did have our share of those perpetual trouble-makers distinguishing themselves with D averages who could not apply themselves anywhere (although some are capable of mastery in many fields). Thus it was that disciplining our Language at Work classes was most difficult and a constant threat to the success of the course. The teachers were firm (should I say brutal?) and we won out again.

We are attempting to avoid these last two problems next year by adding a screening requirement. Students at first were recommended into their courses on the basis of (1) their plans after graduation, (2) teacher recommendation and (3) parental consent. All were valid but teachers tended to place students into the courses on their achievement grade in their classes, not according to their abilities. They also considered their entire grade in Sophomore English, earned through reading, speaking, discussing, interpreting, etc., in addition to writing. We needed placement according to basic language and composition skills. So this year we required an extemporaneous in-class theme of each student, written and corrected just prior to placement. These alone were used for level-placement and they are kept by the department head on file as a more objective instrument for course recommendation. We think level distribution next year will be improved.

I had mentioned above that texts were a problem and the text for the Language at Work course proved to be a hindrance. We began the course

with a laboratory grammar workbook but quickly closeted that approach for the more flexible and advanced exercises of *Write Me A Ream* and the creative ingenuity of the teacher. At the several inservice sessions in which all the Language at Work teachers in the district pooled their ideas, a number of successful methods emerged and were tried district-wide.

One such method was the small-group investigation into the personal intellectual, psychological, and educational requirements of several careers; the methods and places of application; the expectancies of the job; the promise of future advancement. etc. After the investigation the groups presented written and oral reports to the class on their findings. The next step was the letter of presentation and request for applications for specific careers. Each student wrote one letter and the rest of the class critiqued it. In the meantime the teacher was contacting firms for sample application blanks and setting up future interview appointments. When the applications arrived, each student filled one out, and these were corrected by the instructor.

The last step, after class discussion on what to prepare for and what to expect of an interview, was the actual interview itself. Six business firms from the community sent personnel to our schools to read the student applications and interview the students who had investigated these specific professions. When each interview was over, the business person gave a personal appraisal to each interviewee and then spoke in general to the class pointing out what his firm was looking for. This climaxed a six-week study of careers.

Such an encompassing plan proved most successful for a course in vocational English. During this time the students practiced the language of research techniques; group dynamics; inquiry methods; class, small group, and individual written and oral expression on the personal and professional levels; letter-writing; form insertion; short paragraphs (now requested on many forms); as well as the virtues of clarity, accuracy, courtesy, honesty, tolerance, neatness, diligence, efficiency, and a dash of humility. With these fine results emphasizing the *how* and *why* of languaging at work we distinguished ourselves from Business English.

A secondary, but no less important, value of this unit to us and the whole community was the fine relationship which developed between businesses and schools. Some of the business personnel had never been inside any of our three district high schools before and they were amazed at the work going on there. Although our new rapport with them did not pass a school levy last spring, it did gain for us a new understanding and respect.

This type of study, with all of its benefits, can be worked out on an in-

dividual level and stretched to an entire semester. However, it is sometimes hard to get twenty-five or thirty businesses to send out people for interviews, but it is worth a try. If teachers are willing we may try it ourselves next year. With one year's reputation for our three composition courses behind us, we think we have vanquished the screening, the sluggard, and the delinquency problems. But the textbook enigma is still with us. Perhaps we will write one ourselves, or decide on a variety of supplementary exercise books, or simply rely on our ingenuity.

Whatever, we hope our efforts with our Advanced Composition and Fundamentals students will make them better writers in college; with our Language at Work students may our struggles enable them to speak and write effectively for the jobs of the future.

Dr. Eileen H. Kruegel is chairperson of the English Department at Hazen High School in Renton, Washington.

RE-FUSING CAREER EDUCATION

by Margueritte Johnson Caldwell

We English teachers are sleeping with a strange bed fellow these days and unwittingly helping him push us right out on the floor. If the Marlands, the Hoyts, and the Bells have their way, along with their business associates, we shall ultimately change our focus in English and wind up helping kids be workers rather than people. But on second thought perhaps that conversion is best because there seems to be little profit in learning to be humans, only contributors to the technologically oriented society.

It might be a little tough on us oldsters who believe — believed? — that "ripeness is all" to stir up enough fervor for the concept that "work is all," but that's the way of the world. At least it is where I live. And it is happening so innocently.

As of last fall, the curriculum and registration personnel shared their facilities with the District's four career education specialists. (One is an ex-dean of boys; two, retreads; and one, an escapee from our ranks.) Their receptionist-secretary has her desk front and center in the new quarters. Off to one side is Curriculum. For the first three months this year, the new complex was identified only as the Career Education Center. It bewildered new students and their parents a bit to be told that to register ". . . go through that door marked 'Career Education Center'."

This arrangement of offices of important personnel symbolizes the strides career education has made since Nixon in 1970 and Marland in 1971 issued a challenge to the nation's education system to reform. Similarly inroads have been made in the English Department. Almost all of the fourteen teachers have become statistics for career education, some out of desperation, some out of innocence or coercion. Units are more and more like general business or consumer math or practical experience courses. Hamlet is competing with applications, job interviews, guest speakers from the business community and work simulation kits. And it all is progressing so casually, so incidentally.

In 1972 our principal during the first faculty meeting said he had some good news, especially for social studies and English teachers. The Federal Government through the Office of Education was funding a program which would turn kids on to school. With the aid of specialists available any time, we would be able to reach all kinds of students: the bright but turned-off; the economically deprived and frustrated; the apathetic, the potential drop-out; the disillusioned, even the plugger. The new program, known as career education, would insure self-motivation for the students and bring about the "vitalization of education at all levels."

At the next faculty meeting, he went on, a speaker would give us the specifics, but specialists would show us how to relate our general educational goals with the "deep-down satisfying ones of the real world of work." Once the students saw how to relate all their subjects to the needs of a modern society and to their own needs, they would no longer see school as "abstract, meaningless, irrelevant and academic." As he chattered on, I momentarily expected him to say that the heart of this new program was paying the kids a good hourly wage for attending classes. What else other than money could guarantee 100 percent student attention?

In the following months, we English teachers learned the intent of career education, some of its rationale and its ways of operation. We did not then realize how much all this would seep into our classes. Some still don't.

My own first direct contact with a specialist, one of the four sprouted in our district, was in the form of an unmarried, petite, modishly dressed, attractive, even intelligent emissary. She had been a teacher for a year, she said, but had given it up because of the apathy of her peers. Now career education had come along and she saw it as an answer to all the school's problems. Once the entire school system K-12 integrated all its content with the goals of the real world, the students would be able to recognize the value of work and the value of school. They would set to work zealously.

The look on my face hurried her on to the next concept of career education: it would not replace my discipline, only *fuse* (how often I have

met that word since) with content, "sorta shore it up a bit and make it even more interesting." Then all classes would become purposeful. "My own high school experiences," she confided, "were so boring, so dull." Her fervor was not to be denied.

The help which the program offered teachers turned out to be resource speakers from a wide range of occupations such as plumbers, contractors, taxidermists, dentists, personnel managers of banks and so on. The Career Ed Center had compiled an impressive list. The community would be most cooperative, opening their doors to field trips, actual interviews, and samples of real work-a-day materials.

Some of the activities these specialists offered included making displays, devising interests centers, forming corporations, role-playing, dramatizing "real" situations, and developing simulation games. Eventually a center would be a part of the new junior high library, where we teachers could check out units of all kinds serving as models of content and career education concepts "fused realistically." We could use as many as we wished just as soon as the specialists had time to create the units. Oh, yes, the resources included field trips to diverse places: mines, greenhouses, sanitation sites, airports, USDA soil conservation plants, and a General Electric repair shop. Real live workmen still in their vocational togs would visit schools to add another significant touch of that world of work. All arranged through the courtesy of the career education secretary. All as close as the nearest phone.

Although for years we English teachers have had guest speakers, have gone on field trips when we could wrangle transportation (although admittedly not to places like sewer sites and repair shops), have used role-playing, mock interviews, bulletin boards, models of theatres, slide tapes, all with varying degrees of frustration, we were told that this time all the students would be interested, all want to listen, all come to school because the focus would include that real world of work and learning about its value.

For instance, having a guest speaker would go something like this: Instead of having a novelist talk about writing to encourage kids to express some of their experiences or to verbalize a strong emotional reaction, the novelist would spend the major share of his time describing the job market for writers, expected incomes, and perhaps the process of publishing a novel. That speaker should logically lead to allied roles such as literary agents, publishers, editors, illustrators, book binders, and even more earthy jobs, linotypists. Similarly rather than have a "narc" as a primary source for gathering ideas for compositions, he would focus on his career, the necessary training, the pay, fringe benefits and their contributions to society. This could lead to a field trip to court trying narcotic cases. In turn the students

would be exposed to that real world of lawyers, court reporters, recorders, judges, bailiffs, policemen, and county custodians. The possibilities were endless.

In the following months, my English colleagues and I spent some coffee time talking about the new reform. We had to admit that the lay public was dissatisfied with our efforts to date although they were not right about the cause. And we had long ago shared our frustration in motivating students. But we wondered if career education meant fusing such literary pieces as *Cry The Beloved Country* with the world of work. Was Africa meant to be part of "the real world"? Certainly Paton illustrated what happened to unskilled country boys when they went to the big city to find work. But would it be reasonable for students in Arizona? Would first grade teachers fuse the nursery rhymes with the world of work and come up with plum picking and bean planting as vocations? However, with the promise of tape recorders and class sets of novels and motivational devices dancing as images in front of us, we succumbed to the promising voice of career education.

Although we had heard numerous times that we were not to discard or replace our curriculum with job pamphlets or training manuals, only integrate our goals with those of career ed, I looked over my remaining course of study critically. As my next unit I had intended to use Synge's *Riders To The Sea,* represented the real world but was such a choice of vocations wise? My students lived in the desert. Second, this play might even turn them against work, especially any occupation related to seafishing. I finally settled on the newspaper unit. I was cheating in a way because I knew from experience that kids often read the want ads after the funny page if they ever picked up a paper. Thus I set out fusing.

Previously to the advent of educational reform, I had taught the newspaper unit with four objectives: 1. to learn that a newspaper existed; 2. that it had many useful parts other than the movie ads; 3. that news stories sometimes misused language; 4. that opinion often looked like fact. I even had a reporter friend in to talk about what and who decided what was news. Now to fuse, I added more objectives and a longer field trip. The speakers included representatives, not only of jobs in the news rooms but also those in the back shop such as offset press photographers, the cutters, the pasters, and the plate makers. Incidentally, I didn't include the distribution department because nine of the students had been or were newsboys or managers of delivery routes.

Despite my willingness to believe the advocates of career education, my first try wasn't very successful. First of all, the unit dragged on too long. The new emphasis did *not* extend the attention span of my students beyond what

it usually was. In the third week, the students actually groaned. When were we going to do something different? Second, even though I earnestly tried to fuse the identification of doublespeak and the main idea of a story with the jobs in the backshop, they just wouldn't mix. Finally, I gave in and handed out the evaluation early. Next time, I decided, I would ask that pert young thing to teach the newspaper unit to demonstrate the art of integration. True, two of the specialists and the secretary had cooperated beautifully. It was refreshing to find someone who would track down a bus for a field trip, telephone for appointments at the news plant and arrange for workers-turned-speakers. And teachers do learn from experiences. The next time I tried fusing, I would take my cue from student interest. It came unexpectedly.

My district is commonly labeled an economically deprived area, so dates for the junior prom costing from $20 to $40 for seniors take on an additional importance. When one of the fellows before class asked me how to use all those forks you find at fancy restaurants, I leaped to the challenge. I called the specialist. Could I get some help for a short unit on eating out and what to do in posh restaurants? Could we perhaps arrange a field trip to one of the most elegant in town and include a free luncheon for maybe 15 to 18 students?

Two days later she returned with fourteen menus from various places in Tucson and ten ordering pads from Sambo's. No luck on the free luncheon but she could arrange a trip to the kitchen of an expensive eating place for a talk with the cooks and perhaps the maitre 'D. She also handed me a hefty document entitled "Related Occupations In Food Preparation." We used the menus, those from the fancy eating places, and talked about the meaning of some words such as *a la carte*, about tipping, and the uses of silverware. I vetoed the field trip. Most of the students were either working in the kitchens of all kinds of restaurants including the Country Club or had done so.

My third fusing experience was in a 10th grade reading class. The unit's objectives combined leisure time pursuits and ecology pertaining to use of federal forests. Formerly, to motivate the students, we had invited a smoke jumper with his slides to tell some of his experiences in fire fighting. A park and recreation employee of the Forest Service followed him to describe ways of using our forests and the care of recreation sites. Students had a chance to ask questions, increase their knowledge, practice note taking and to debate how much the forests should be used for pleasure and how much for industry. In the past, the usual percentages of the students had responded to both speakers and slides; others had fallen asleep or wiggled their way through the hour.

This time through, things should be different. First of all, one of Tucson's favorite picnic areas, Sabino Canyon, had been closed for renovation and repairs because of overuse. Second, the newspapers had carried stories about the possibility of keeping the canyon closed to private cars and letting only hikers and public buses in. Public opinion had flared. Letters to the editor had increased. Even my students mentioned it. Third, I'd follow the advice of career education and add more of the world of work. The speakers were to make clear how recreation in the forests related directly to jobs.

The speakers responded enthusiastically. The smoke jumper held the attention of the kids because training to jump out of airplanes into virgin forests appealed to their sense of excitement. But interest slackened considerably when the forest supervisor unrolled his flow charts and job descriptions. For forty-five minutes he explained the amount of college training for these sophomores to qualify for most of the positions. He was thorough, including the courses, the practicums, and the government's method of promotions. His commentary was interlaced with college catalogue jargon. He had only fifteen minutes for showing some of his slides illustrating the beauty and convenience of the forests. He fielded one question about work: a part-time job during the summer in Sabino Canyon. He did integrate ecology and leisure time with the world of work. But were the students more involved? More caught up with school? More attentive? To the contrary.

I was beginning to realize that fusion was not as neat a trick as career education specialists had promised. If it was a way to relate learning to the real world and thus insure student enthusiasm, I hadn't been able to bring it off. If the speaker was personable, knew his audience and adapted and if the kids already had some interest in the topic, it worked. But that was true of classes Pre- C.E.; as for the rest, they behaved like classes on some days during some units — apathetic or pained.

Perhaps I had been teaching too long. These "new" touches went limp in my hands. I queried some of my colleagues. A teacher of consumer English said she was mortified by her students' behavior. She had to interrupt the speaker three times. An Arizona history teacher had had career education bring in a professor to talk about mining, who had a reputation for knowledge of ghost mines and lost treasures of the state. It sounded like a good opener. But for some reason, the professor didn't tell stories of lost mines; he explained why the idea of lost mines was fallacious. He used a lot of unfamiliar terminology which the kids could not understand even though many of these students had fathers working in the mines.

This year, another Arizona history teacher had a similar experience. Only this time, he asked the career education center if they made any effort to find out if the speakers available knew anything about high school audiences. "None," the specialists replied. "These men are all volunteers, remember." The speaker was a father of six, actually worked for a big company. Nevertheless the result was the same, only the bell rang before he finished and the students weren't too courteous about leaving.

Despite its own brand of frustration, its pragmatic base, its high esteem of the work ethic, its concern with meeting the needs of our technological society, and its theory of integration, career education has a positive side. There are benefits that that not-so-strange bedfellow brings us. Who else pays teachers $10 an hour to sit through workshops held partially on school time? Who else so readily finances trips to national conventions. Who else does the leg work arranging for speakers and field trips, films and materials? Who else offers us recorders, players, film strip machines, simulation kits, and class sets of novels? Who else has job application units which has puzzles, cassettes, film strips, and lists of activities? Who else offers us teachers a five-day "Teacher Exposure Program" which pays a stipend and lets us work with the business men downtown learning how our discipline meets the community's needs? Who else offers us a chance to earn an *A* at teacher evaluation time because we "cooperate so enthusiastically with new school programs"? Who else can teach us how to make our academic abstract world of the classroom relate to the world of work?

Finally, who else besides the Federal Government and its millions for career education could cause us to challenge Hamlet when he philosophized:

> What is a man,
> If his chief good and market of his time
> Be but to sleep and feed? A beast, no more.
> Sure he that made us with large discourse
> Looking before and after, gave us not
> That capability and god-like reason
> To fust in us unus'd (IV, sc iv 11. 35-39)

In fact, he himself would have had fewer problems had he been a man of action, had he learned some of the basic principles of career education like decision making, value clarification, and job identification so he could have put first things first the way he saw Young Fortinbras doing.

After all, career education has a point: kids need bread-and-butter skills. They have to eat and society has to produce. Who else could identify the right issues to bring about and further the space age? Without a doubt we English teachers should move, not just over, in our beds but out of them and forget trying to teach the kids to be people. Workers prove their worth by what they produce. People can not.

Margueritte Johnson Caldwell teaches English in Tucson, Arizona.

THREE-IN-ONE: AN APPROACH TO READING AND THE VOCATIONAL STUDENT

by Edward T. Frye and Mary B. Bates

The thinking behind this article is represented by three major premises:

1. Reading proficiency is a critical need for vocational success.
2. A large proportion of students in vocational-technical programs has severe reading deficiencies.
3. Every teacher who works with vocational students has a responsibility to promote growth in reading.

The first two of these premises will receive little serious argument. However, the third expands greatly the circle of teachers called upon to aid in reading skill development. Historically, reading problems have been laid at the door of the English teacher. And if that failed, and usually such isolated efforts are doomed to fail, the secondary reading specialist was rushed in to solve remedial reading cases. The assumption that reading is taught only in English class or by the reading specialist is a myopic view that has hamstrung reading instruction at the secondary school level for years. Neither of these should work alone. Reading instruction is the province of all teachers. For students in vocational-technical programs, trade area teachers must be expected to provide reading instruction. Unfortunately, most of these teachers have no training in the teaching of reading and many feel uncomfortable in attempting either to learn some techniques or to incorporate some easily-learned ones into their content of trade area programs. It would seem that reading is not involved in the business of tuning an automobile or building a house. The realization must be made that all content area teachers and all trade area instructors are necessarily teachers of reading. This article reports a project in which a few trade area teachers, some English teachers and a reading specialist made this realization and the effects the program had on the reading skills of a small group of tenth grade vocational-technical students.

One phase of the project was conducted at a county vo-tech school that serves four sending school districts in rural Pennsylvania. The other part of the project was conducted at one of these sending schools. The vo-tech school is not a comprehensive one; that is, academic subjects are not taught there but at the sending schools. Therefore its students attend two schools, each on a half-day basis. Such an arrangement causes an unmistakable void between the academic and trade area instructors provided at the two schools. While the vo-tech school is approximately twelve miles from the high school involved in the project, it has certainly seemed much further in terms of the coordination of programs and the communication between the schools. Therefore, when a few vo-tech teachers indicated an interest in the improvement of students' reading skills, it offered a golden opportunity that could not be wasted.

The whole idea of the project grew from a few rap sessions in which representatives from both schools simply shared concerns, ideas, and possibilities for a coordinated reading program. The immediate result of these sessions was the establishment of a summer workshop to develop in full detail a reading program for implementation in the fall of 1974.

The Workshop

The people involved in the two and one-half day workshop included:

English teachers from State College Area Senior High School who worked regularly with vo-tech students.

The Reading Specialist from State College Area Senior High School.

The English Coordinator of State College Area High School District.

Two trade area (Heavy Equipment and Auto Mechanics) teachers from the Centre County Vocational-Technical School.

The related math teacher from the Centre County Vocational-Technical School.

A counselor from the Centre County Vocational-Technical School.

The Group named itself the CER Staff, an acronym for Cooperative Effort in Reading. The group quickly established the needs to which any effort in reading instruction would have to be directed. An acceptable program would:

1. integrate the academic and vocational-technical aspects of a student's educational program.

2. offer supplementary, more vocationally-oriented, remedial reading help to students severely deficient in reading ability.

3. train trade teachers in the rudiments of reading instruction and provide specific strategies for incorporating reading skill work into existing instructional activities.

4. help students recognize the importance of reading skills to their vocation and aid in the development of a more positive attitude toward reading.

These needs were approached by the completion of several tasks. One of the first requirements was a program model that would coordinate reading efforts made at both schools. That program is described in depth later in this article. The model around which it was built is tripartite. Trade area reading instruction would be performed by the vo-tech staff. Vocational reading materials, which came from the specific trade areas involved in the study, would be utilized by the English teachers at the sending school. Finally, intensive reading instruction, much on a remedial basis, would be provided by the Reading Specialist at the sending school.

A great deal of workshop time was devoted to discussion of various reading instructional strategies that could be useful to each aspect of the model. This phase of the workshop constituted staff development. The Reading Specialist and the English Coordinator provided most of this component. By the completion of the workshop, each trade area teacher was armed with five or six definite activities and approaches that were reading oriented but conducted in a shop area.

The group also generated a list of specific reading objectives that the program would stress. There were eight objectives written in performance terms so that evaluation of them would in effect constitute the evaluation of the project. The objectives are listed later, along with the results of each.

The Cooperative Effort in Reading group also developed a specific list of students who would be involved in the project. The group selected those students from the State College Senior High who had severe reading problems and who attended the trade classes of the two vo-tech teachers involved. Students from other districts received the reading instruction given in these two trade areas. Likewise several State College students in other trade areas at the vo-tech school were in the project English classes and had access to the Reading Specialist. However, only the students who received all three program components would supply evaluation data for the project.

Finally, the group established a communication system that would facilitate the weekly coordination of the instructional activities. The Reading Specialist and related math teacher were identified as liaisons for the schools. Several coordinating meetings were scheduled throughout the school year during which particular aspects of the project could be reviewed or planned.

The importance of this summer workshop cannot be overemphasized. The planning had to take place, of course. The opportunity for that was

provided by the two and one-half days. However, the real value of time may have been in the "hidden agenda" of the workshop. The mutual goal-setting, learning to know each other, organizing a specific set of learning strategies, and breaking down previous communication gaps were regarded by the group as events that seldom occurred. Any success the project enjoyed certainly is directly attributable to the group's dedication to the project and cooperation in it, both developed during the workshop.

Description of Instructional Program

The program itself began in September 1974. As part of the workshop a calendar of events was established so that intensive efforts toward each objective could be made simultaneously by all teachers in the project. Following some pre-testing, vocabulary study was given special emphasis by all project staff during September. The trade area teachers highlighted vocabulary items from trade manuals while the English teachers and the Reading Specialist began separate year-long projects involving a journal of trade words used in sentences. The Reading Specialist used these trade words to teach word recognition skills to those students who demonstrated this deficiency. The Reading Specialist also used the trade magazines to improve reading for main ideas and details, another project objective. The English teachers supplemented this by asking students to write abstracts following the reading of magazine articles.

In October the Reading Specialist continued working with main ideas, using small groups of students. Trade magazines and "high interest/low-level" materials were the vehicles for the study. The entire project staff taught the use of textbooks as references. The trade teachers used their own textbooks and manuals for this study. The English teachers helped students analyze trade textbooks borrowed from the vo-tech school, along with other library resources.

November and December were earmarked for the entire staff to teach the following of directions and the identification of main ideas. In this study trade teachers used their own worksheets and textbooks. These trade materials provided excellent opportunities for studying sequences of directions. The English teachers made reading assignments from short high-interest novels and short stories. In direction following, the classes developed their own filmstrip in which they expressed a central theme visually and completed a set of directions in proper sequence. The Reading Specialist worked with students on drawing inferences, using advertisements from trade magazines and teacher-made materials. In January, vocabulary and directional words were taught by all the staff. Here, too, the trade

teachers used their own worksheets to develop the concept of directional words. The English teachers and Reading Specialist developed word games and worksheets to emphasize this skill. The thrust in February was to re-emphasize vocabulary by all staff while the Reading Specialist continued to work in small groups in the skill of drawing inferences. March was dedicated to drawing inferences and the use of reference skills, using trade area materials wherever possible. The English teachers also utilized commercial catalogs and developed some materials of their own. The study of comparison and contrast was the topic for April. The trade teachers used their textbooks and machines to emphasize this. The English teachers used trade magazines during a unit on advertisements to teach this concept. May was used by the project staff as general review and clean-up. In addition, post-evaluation procedures were completed. Though a month-to-month approach may sound rather arbitrary or pat, such a plan insured that each objective was approached and that each aspect of the model was done at the same time.

Results of the Project

Evaluation of the project received a great deal of attention from the very beginning of the effort. As indicated earlier, specific measurable objectives were established for the program that allowed each component of the instructional program to be evaluated. A criterion-referenced test was developed by the Cooperative Effort in Reading Staff to measure these objectives. Except for those objectives that were measured by teacher observation all objectives of the project were tested with this instrument. Trade area teachers supplied items for the vocabulary and following of written directions. The Reading Specialist prepared the word recognition section and the reading comprehension sections. English teachers supplied the reference skills items. The English Coordinator provided a close procedure section testing the use of context clues and a student attitude to reading survey.

Below are the objectives for the project and the results on the appropriate sections of the CER Test:

By the end of the 1974-75 school year, 66% of the project students will:

1. score 70% on a teacher-made Vocabulary Test of technical trade terms on Part A of CER Test. RESULTS: 41% scored 70% or better. The objective was not attained.

2. follow with 100% accuracy a 10 step set of directions prepared by the trade teacher. RESULTS: 100% scored 100%. The objective was attained.

3. demonstrate mastery of directional words (concept words such as left, right, up, down) as documented by trade teacher observation.

RESULTS: 100% scored 100%. The objective was attained.

4. demonstrate the ability to apply word recognition skills correctly by scoring 70% on Part B of CER Test. RESULTS: 55% scored 70% or better. The objective was not attained.

5. apply context clues with 40% accuracy on the Cloze Procedure Part C of CER Test. RESULTS: 95% scored 40% or better. The objective was attained.

6. demonstrate the ability to read main ideas and details correctly, to draw correct inferences, and to compare/contrast correctly by scoring 70% on Part D of CER Test. RESULTS: 55% scored 70% or better. The objective was not attained.

7. demonstrate the ability to use reference materials correctly by scoring 70% on Part E of CER Test. RESULTS: 86% scored 70% or better. The objective was attained.

8. respond positively to reading as evidenced by responses to items on Part E of CER Test. RESULTS: 82% responded positively. The objective was attained.

9. score 70% on the total CER Test. RESULTS: 70% scored 70% or better. The objective was attained.

Additional Data on the CER Test: Number of Total Test Items: 89; Range of Scores: 27-83; Mean Score: 62 or 70%.

A standardized test was also used to measure the reading growth of students involved in the project. In September 1974 the *California Test of Basic Skills* — Form Q, Level 4 was administered to all the 10th grade Vocational-Technical students. The same test — Form R, Level 4 was then administered to the same group of students in May 1975. The following are the percentage of raw score increases for the 20 project students:

A. Project Students (Special English Program with Vo-Tech Component): 1. Average percentage of raw score increase for total Reading section was 10%; 2. Average percentage of raw score increase for total Language section was 15%; and 3. Average percentage of raw score increase for total Study Skills section was 6%.

Summary

The CER Staff agrees that the project was a huge success. The project did not meet all the objectives set for it but five of eight objectives were achieved along with the overall objective for the test. The increases in the standardized test were greater than those of vo-tech students not in the project but certainly were not monumenta. When one considers what the CER staff was dealing with, however, the results are extremely encouraging.

Several trade teachers who had no previous training in reading had made a commitment to teaching it and had received some training in how to do it. English teachers had revised classes less relevant to Vo-Tech students, utilizing trade materials and dovetailing academic work with the other half of the student's day. And from these efforts students who have not performed well in reading at all have demonstrated significant growth in reading. Several comments of students in the project were very positive; they could recognize that the two institutions were making a coordinated effort to help them and they appreciated the concern. The fact that 82% of the students responded positively to reading should not go unnoticed. The project provided a little something for everyone: staff development, curriculum development, and an end result of increased student achievement. The project will be continued in 1975-76 but will be expanded to more trade areas and other districts which send students to the vo-tech school. A proposal for federal funding to facilitate this expansion has been submitted to the state education agency which has earmarked the funds necessary. Whether Federal funding is forthcoming or not, however, the CER staff believes the ideas and models of this project must be continued if vo-tech students are to acquire the reading skills necessary for success in their chosen trades.

Edward T. Frye and Mary B. Bates are reading consultants for the State College Area School District, State College, Pennsylvania.

VOCATIONAL AVENUES TO READING IMPROVEMENT

by Dr. Stephen Thompson

Two concerns of educator and layman in the mid-1970's are students' reading skills and their vocational knowledge and abilities. The first centers around the disabled reader, the student who progresses to high school despite having fallen far behind his peer group in reading proficiency, perplexes his teachers, and receives little benefit from his high school experience. The second is especially crucial in light of the country's current economic woes: preparing students for successful entry to meaningful employment. Schools are increasingly modifying their programs to better meet student and societal needs in these two areas.

One effort of teachers in a northeastern Ohio high school attempted in 1974-75 to meet both needs in a combined approach. Entitled "Covational Avenues to Reading Improvement" and funded by a Title III ESEA grant, it wed remedial reading instruction to vocational instruction to achieve four

objectives: an improvement above entry level reading skills commensurate with individual capacity to profit from instruction; an increase in the general level of school achievement; an increase in vocational knowledge; and an increase in the quantity of pleasure reading. Implementation grew out of the knowledge that growth in reading skills and interest in reading as a utilitarian and pleasure-giving act are interdependent: reading skills were promoted and extended by capitalizing on students' developing awareness and interest in the world of work and career-related learning materials.

Utilizing each student's assigned English period, individual programs of remedial reading instruction were designed for each of the forty-nine participating students. Commercially prepared vocational materials as well as brochures and pamphlets from industry, business, and government were secured and attractively displayed in the reading lab. "Hardware" and "software" (reading kits, workbooks, programmed materials, paperbacks) were obtained and became the backbone of the skills portion of the program. Outside speakers and a series of field trips designed to increase awareness of vocational opportunities provided the content of many language experience activities which, in effect, served to strengthen reading skills by exercising speaking, listening, and writing skills. In addition, student activities included an in-depth class presentation of a chosen vocational field and development of bulletin boards and multi-media displays graphically presenting fields of interest. Student progress in content area classes was monitored through grade reports and written comments from classroom teachers. Furthermore, time was made available for informal discussions regarding student progress between the reading teacher and classroom teachers of each subject.

Although analyzation of student data compiled during the initial program year is not complete, a description of the means taken to accomplish the objectives and progress toward achieving the objectives can be reported.

(1) **Improving entry level reading skills.** Determination of skill needs were ascertained at the beginning of the year through research of each student's cumulative records, administration of such standardized instruments as the Iowa Test of Educational Development and teacher-made informal reading inventories, plus observation of students' problems as they moved through instructional materials. Assessment was also made of the suitability of the learning materials to satisfy the unique reading needs, interests and abilities of the students and was based on a checklist included in the *Teaching Teen Reading Series,* a series of pamphlets designed under the auspices of the Ohio Department of Education for the purpose of helping local schools set up their own teacher in-service workshops in reading in the content areas.

Progress in a skills-interest program such as this can only be measured on an individual basis. Students were originally selected for participation in the program because of measured and observed reading skill deficiencies which, in turn, resulted in below level school performance and attitudes toward self and the learning environment which were ambivalent at best. However similar students were in these respects, the reasons for their performance and attitudes were often dissimilar. Thus, informal procedures — inventories, checklists, observations — were employed to ferret out the "why's" behind the scores on the standardized tests. Thereby, students with the same or very similar scores on the standardized tests but who achieved these scores for different reasons could have individual programs of remediation planned for them which were truly individualized, in fact as well as in name. This has been the philosophy behind the testing aspect of this program, and it has been carried out in practice.

(2) **Increasing level of school achievement.** Comparison of teacher-given grades earned during the program year with grades achieved in previous years revealed an increase in the overall grade point average for the majority of the students in the program. Also, comments by teachers on a questionnaire completed at the beginning of the year and again at the end reflected a general increase in students' oral participation in class discussions and on improvement in class attendance.

(3) **Increase in vocational knowledge.** Each student's level of vocational knowledge was measured by a vocational awareness instrument devised by the reading teacher and administered at the beginning of the program period and again at the end of the year. It required students to list as many different jobs as they knew in each of the fifteen job clusters identified by the Department of Labor. In addition pre- and post teacher-made instruments were administered prior to and after each field trip. Moreover, students were tested and at the end of the year retested on a standardized test, the Ohio Vocational Interest Survey.

Evidence analyzed to date indicates that instruction provided through field trips, ensuing class discussions, and study of vocationally-related reading materials has had a very positive and beneficial effect on students' knowledge and attitudes. They are much more aware of the entry requirements for various occupations, starting salaries, fringe benefits, working conditions as well as employers' expectations regarding employees' work habits. They also know the variety of reading demands posed by different jobs since tour conductors on the field trips were asked to include such information in their talks.

(4) **Increase quantity of pleasure reading.** A reading questionnaire was administered to ascertain students' reading interests, abilities, and needs. Furthermore, a procedure for documenting use of the free reading area was established. Simple in design, the procedure required students to place books and other print materials they had perused in a specially marked box in the reading area, rather than reshelving them. Subsequently, the aide or reading teacher would mark on a sheet of paper attached to the side of the box the number of books used during each period before reshelving the materials in preparation for the next class period. In addition, student utilization and reaction to the free reading situation was documented through transcription of anecdotal comments of the reading teacher.

Observation of students in the reading room illustrates that free and easy access to reading materials of appropriate readability and interest levels does promote the reading habit. The reading needs, abilities, and interests of these students require the individual attention and resources that the program was able to afford. In tandem with direct skills instruction, the availability of high-interest material in the classroom does increase students' interest in reading and the quantity of their pleasure reading.

In the eyes of its administrators, teachers, and consultants, one of the major strengths of the Vocational Avenues to Reading Improvement program has been its dual emphases on providing direct instruction to below-level readers and interesting students in reading through high motivational materials. The reciprocity is clear: students need to learn to read better if they are to see in reading a source of information and pleasure; likewise, as they experience a satisfaction of needs and interests in reading they seek to enhance their skill abilities so that the benefits continue and increase. As it continues into its second year, the thrust of the program will be to seek additional ways of enhancing this relationship.

Dr. Stephen Thompson is in the College of Education at the University of Akron, Akron, Ohio.

A CAPER: A CAREER AWARENESS PROGRAM IN ENRICHMENT IN READING

by Jay Brenner, Tova Ross,
Julia DiMaio, Catherine Hickey and Natalie Silverstein

"What will you be when you grow up?" For many years this has been the depth of Career Education for pre-school and school age children. Although

Social Studies units have covered *Community Helpers* and Occupations Around The World, many generations of young Americans have drifted into trades and professions by chance, fate, and the paths of least resistance. As Dr. Kenneth B. Hoyt, Associate Commissioner for Career Education in the U.S. Office of Education, has recently written, ". . . the meaningfulness of work in the life styles of Americans is declining, and this has serious consequences for productivity."

In the process of growing up children are inevitably influenced by the attitudes and experiences to which they are exposed. It is faulty reasoning to think that a vocational choice can only be made at the secondary or college level. This choice is not a single decision but should come as the result of an educational process that begins early in life. School can be made more relevant by helping students form concepts about what they want to do with their lives. However, our educational system has been waiting too long before exposing children to information about possible careers available to them. They have not been made aware of the fields of endeavor open to them until they are at the point when a decision must be made.

There seems to be a void in the educational procedure in occupational information from the kindergarten curriculum of "Community Helpers" to the steps in preparing for and entering a life time career. Teachers of Reading are always looking for new areas by which to motivate and make reading relevant for their students.

How We Got Started

With reading instruction in mind as the foundation for a career education program, The Northeast Bronx Education Park geared itself to a program of enrichment activities for the children in the Park, a program to investigate career awareness.

The Northeast Bronx Education Park is a complex of schools presenting a K-12 continuum. Contained within one geographic area are six schools. There are three elementary schools, two intermediate schools and one high school. Allied to the Parm by means of an E.S.A.A. Basic Grant, Title VII, are two parochial schools, Sts. Philip and James and St. Mary's. Each school within the Park is provided with a Learning Team which consists of a reading and math specialist and an educational assistant. Functioning in conjunction with the specialists is a guidance teacher who works with exceptional children. A resource teacher serves as the unit leader and coordinates the activities of the team. This professional group diagnose and prescribe in reading and math according to the needs of the children. Working in this intensive way with children, some of the specialists were

motivated to explore other less conventional approaches to the teaching of reading. Further exploration led them to initiate cycles of enrichment instruction and activities for the Central Facility housed in Truman High School.

During the many planning sessions which occurred, some of the assigned reading specialists thought that a program of career awareness would be an interesting and exciting curriculum to develop. The emphasis of this curriculum would be a conceptional framework of reading skills with a carefully infused career awareness theme.

In a hope for setting (a trend toward a solution for teaching reading activities on an enrichment level) three dedicated reading specialists proceeded to develop nine lessons. They infused a career awareness approach to reading skills. The rationale was that reading skills can be taught most effectively by using areas of high interest and by relating them to real life situations.

The structure of these lessons was such that a teacher would be able to tailor the lesson to his needs and the needs of the youngsters. The only real prerequisite for the use of these lessons was a complete mastery of word attack skills. The lessons could be used at any level from elementary school to secondary school. The allotted time sequence for each lesson was quite flexible, thus making it easily adaptable for elementary or secondary level.

In an effort to make a teacher cognizant of the scope and nature of the skills contained therein, a scope and sequence for each lesson was written. *Bloom's Taxonomy of Educational Objectives*[1] was the point of reference and format for the scope and sequence. Preceding each lesson was a complete list of skills descriptor, and level in terms of the cognitive or affective domains.

Among the wide range of interesting activities provided in this new course of study were:

1. word treats, crosswords, jumbles and rebus;
2. cloze reinforcement exercises;
3. brain-storming and simulations;
4. values clarification exercises;
5. letterwriting, writing of resumes;
6. video taping of T.V. talk shows.

Throughout the entire course of study the child is introduced to the world of work and how each person was affected. Career education is not a gimmick; it is a total concept, a way of preparing youngsters for real life. So it is with the concepts developed in this curriculum. In retrospect, this work represents a coordinated, cooperative commitment to the teaching of

reading skills through a life situation. It may very well represent a beginning activity in a search for a dependable process in educating competent readers. It may encourage further curriculum development for effective instructional methods which will upgrade the teaching of reading skills. At the same time it will hopefully provide children with a life direction through use of an infused career awareness theme.

Omega or Alpha

This innovative new course of study will be reaching many teachers in district eleven in the Bronx. Schools have already made their requests to pilot the new curriculum. The authors, the administrators and the many people who added their support and input look forward to this new course of study.

[1] *Bloom's Taxonomy of Educational Objectives, Cognitive and Affective Domains,* Teachers' College Press, New York City.

Jay Brenner, Tova Ross, Julia DiMaio, Catherine Hickey and Natalie Silverstein are members of a reading curriculum development team for the Northeast Bronx Educational Park, Bronx, New York.

THE POINT SYSTEM: MOTIVATION FOR THE "UNMOTIVATED"

by James F. Connolly

The Work Study student, or vocational student, has been called everything from the "low level" student to the "problem" student. The majority of students in this type of class are reluctant learners, and their problems of motivation become the teacher's problems and concerns. When September arrives, the English instructor who works with this type of student usually begins the year with the resolution that "this year will be different." He is fresh from the summer vacation and has some new ideas; he is going to make his class come alive. But, as the year wears on, his aims and goals often become tempered with the real situation that he is facing. Anxieties concerning the lack of progress in writing and reading skills are placated by the belief that he is confronted with overwhelming odds: "I'm doing the best I possibly can . . . it's the system . . . these kids can do just so much . . . most of what I'm doing is 'irrelevant' to their lives . . . how many other teachers are making this effort? . . . it's the system, the system . . . ." Through his rationalization, he turns to values exercises, word games, films, short elementary language activities, and "discussion" sessions. Anything that maintains order and produces a minimum of educational involvement is

welcomed. And there are, of course, successes to comfort him. He has reached a few students, has had some stimulating classes, and perhaps has achieved some particular "triumph" over the "system." But, in June, there often is the nagging sense of failure to meet his aims of September and a general sense of resolution to the teaching situation he is confronted with. If he has the feeling that he has prevailed in some areas, he most likely has a greater sense of generally having endured.

After having spent several years teaching the "reluctant" learner at the high school level, I firmly am convinced that this type of student can be motivated, achieve much more than normally is required or expected of him, and experience success in his English class. Although I have used several methods of class instruction (e.g. Contracts), I have found a Point System to be the most successful. It motivates the "difficult" student, solves the problem of high absenteeism, creates an interesting and exciting classroom milieu, and provides a general format for organizing an effective program of individualized instruction.

The first three weeks of the school year are crucial. Students who have experienced past educational failure need to have a definite awareness of a "new beginning." Through a precise and structured beginning, the instructor should establish a serious and **mature** tone for the class. I emphasize the word "mature" because the student's initial recognition of a class with a mature tone and a "no nonsense" attitude aids in dispelling his feeling that school is meaningless, that he really cannot do the work, and that the teacher is not really that serious about him or the class. The first class ought to begin with an introduction of the Point System and the distribution of necessary materials (ie. each student's folder should include figures 1-3). The explanation of the Point System and discussion of the general principles that the class will operate upon will take the entire class period. Day two and day three should involve diagnostic testing; a formal and informal test in reading and in informal diagnostic test in writing should be administered. The informal reading test should include high interest material. Many students who receive a low grade reading level on the formal test will evidence a higher grade reading level on the informal test. If it is possible, enlist the assistance of a reading teacher during the testing period. Those students who have severe reading difficulties (eg. the non-reader) immediately should be referred to a reading teacher for remedial instruction. Those students may still remain on the Point System; and, if they return to the class at anytime during the year, the Point System will enable them to make a smooth transition from one teacher to another. The fourth class may be hectic, and the instructor should be prepared to encounter student confusion. Students will

be trying to figure out just how they are going to earn points, and the choices that they are presented with will probably create some internal confusion. When they begin to understand the nature of the Point System, this confusion will move rapidly into order. Initially, they will be asking themselves: "What is going on here? What is this point business?"

In its simplest terms, the Point System is a means of individualizing learning and providing incentive for that individualized learning. It is a medium for teacher creativity and student creativity; it creates a classroom milieu that is conducive to worthwhile pursuits and provides a constant variety of educational experiences. This constant change of activities from week to week prevents boredom and fosters enjoyable learning experiences. As a means of controlling, or manipulating, behavior through positive reinforcement, it rewards task completion and places a high value on task completion. Forcing the "unmotivated" to become responsible for their classroom production, it develops maturity and substantive work habits. When the student receives his Point Activities Sheet for the week (see fig. 3), he must decide how he will earn his points for that particular week. Although this Point Activities Sheet should change every week, there should be some Standard Activities that remain constant throughout the year. The sample sheet (fig. 3) has two Standard Activities: The Reading Lab and the Individualized Book Exam. The Reading Lab activity consists of maintaining the Reading Lab Sheet (see fig. 2) by completing five reading assignments on a book of the student's choice and completing five daily paragraphs on each reading assignment. While some students only may be able to complete five to seven pages of reading per day, others may complete forty or fifty pages. The Reading Lab enables a student to pursue a book of his choice at his own pace and provides the student with a daily exercise in writing. If the paragraph is well written, the instructor records credit for the day's work in the right hand column. Reading receives ten points, and writing receives five points. Five completed assignments always equal an A grade for the week. If the week's scale were based on eighty-five points, and a student completed only four assignments, he would receive sixty points (ie. a C for the week.). Students who have experienced difficulty in reading usually select this activity; it guarantees them success for their effort. The Individualized Book Exam is an activity for students who are better readers. In this activity, the student agrees to complete a book within seven days and pass an individualized book exam. If a student decides to choose a long or difficult novel, he should be given a longer time period and more points. If a book exam was worth one-hundred and five points and the student selected a long novel, he might be given three weeks to complete the novel and three-hun-

dred and fifteen points. Many students prefer to complete their reading without daily writing. This activity also provides the students with an opportunity to fulfill a commitment. If a student fails to complete the work on time, he receives no points. These two Standard Activities provide an effective means for individualizing reading.

It is necessary to maintain a classroom cabinet full of paperback books that is constantly being supplied with new titles. Students, of course, should be permitted books of their own choice, and they should be encouraged to utilize the school library. In some school situations, a resource cabinet may be an impossibility. If this is the case, the instructor should use large boxes as an alternative. An optimum resource cabinet would have fifty to one hundred titles of high-interest adolescent fiction, *The Pigman;* high-interest popular fiction, *Badge of Honor;* established novels, *The Old Man of the Sea;* short story anthologies, current and past issues of *Focus, Voice,* and *Scope* magazines, paper, pencils, and a special place for the student to leave his folder and his work. This resource cabinet has many possibilities; each teacher's creative use of the cabinet would probably be somewhat different.

If a student does not choose one of the two Standard Activities, he must select his work from the other offerings on the Point Activities Sheet. Grades are given on a weekly basis, and they are determined by the number of points that the student earns in a particular week. Unless a special arrangement has been made, all work must be completed by Friday of each week. There are no homework assignments given. However, if a student desires an A or B grade for the week, he likely will have to complete a few assignments outside of class. If a student is absent, it is still his responsibility to complete all work by Friday. Thus, in theory at least, it is possible to be absent three or four days and still receive an A for the week. Assignments are cumulative; assignments from prior weeks may always be completed for credit. Once the students are "hooked" on points, they usually manage to have a backlog of assignments at home in the event of a long absence or suspension.

The instructor does become a "manipulator"; he controls the general direction of learning in the class. If, for example, a particular class enjoys reading and discussing short stories, but dislikes writing activities, the instructor might decrease the point value of the short story activities and raise the point value of the writing activities. This, of course, will not bring everyone into the writing activities. Those students who enjoy the short stories may choose to complete a greater number of short story activities in lieu of the more lucrative writing activities. This is an important element of the Point System — within the defined limits, the student has the final choice as to what he will do. If he chooses to fail, he fails. Although this happen..

rarely, it is a possible choice. But this type of student likely would fail under most methods of instruction; unfortunately, he might even slip by with a D in some classes just for "being there." When this problem occurs, the teacher should attempt to arrange for someone to work independently with this student. A guidance counselor may be able to provide some assistance. This is a special situation and requires special attention.

The instructor should run a group of instruction each day. When the Point Activities for the week are explained, the instructor ought to indicate what days he will lead particular groups and what specific activities those groups will entail. An example of this would be activity number ten on the sample Point Activities Sheet (fig. 3). The student may write out a tentative plan for a week's program on each Monday on his Point Record Sheet (see fig. 1), which is a means of recording the work completed each day and the points earned for that activity, or he may maintain this sheet on a day to day basis. Many students prefer working with the teacher, and some students may be unable to work independently. If the instructor believes that he has a worthwhile group activity for the entire class, he would encourage this activity by raising the point value for that activity.

In the early stages of implementation of the Point System, points should be given for participation in a lesson or the completion of an assignment activity. The quality of the work should be disregarded — success should be guaranteed for any completed effort. By rewarding effort in the beginning, the instructor establishes an atmosphere of security and helps to build the student's self-confidence. As the year progresses, it should become more difficult to earn an A or a B (ie. the point value for an A or a B should increase. The C and D point value should remain relatively constant). With the demand for more effort, a concern for quality should be emphasized. For example: The instructor might add a new element to all written work by rewarding exceptional papers with a ten point bonus and refusing points for unsatisfactory papers. Satisfactory writing would receive the point value that originally was offered for the particular assignment. This type of manipulation of points will enable the instructor to move slowly toward more quality in the student's work.

One of the basic assumptions of the Point System is that the teacher is an authority figure and, as such, should make the decisions as to what activities are worthwhile. It is important that the instructor provide the student with only worthwhile activities to choose from. In essence, this means that the instructor should pursue a course that enables him to strengthen reading and writing skills, to foster an appreciation of literature, and to make reading an enjoyable experience and habit. Too often the low level student is

dismissed as being incapable of developing an appreciation of literature; too often this type of student slips through his educational experience in a state of relative chaos. Filling in job applications has its value, but the students are the first to recognize the absurdity in the over emphasis that can be placed on this type of vocational education. The English class should pursue those activities that will enable the student to more fully appreciate the quality of life and the human condition. The ability to write clearly, to express oneself in concise articulation, and to appreciate the experience of literature transforms an individual — it "spills over" into other areas of life. The current trend toward values clarification and contemporary awareness seems to run wild in the low level English class. Underpinning this approach is the curious assumption that the teacher can make learning more relevant and worthwhile. But, in fact, it usually is chosen as an alternative to developing values clarification within the context of literature because it is easier and perhaps more provocative. Faced with problem of not being able to motivate students to read or write, the instructor over emphasizes the affective realm of education and tends to neglect the cognitive aspect of English education.

How does the Point System remedy this? How does it make uninteresting lessons on sentence structure enjoyable? How does it motivate the unmotivated? And why should students work for points and become motivated by something that still turns into an ordinary, traditional grade? The answer is this: Students who will enter the world of work **want** to value task completion. To complete a task and receive immediate approval for that completion is important. The average student in the "low level" class has experienced a low level of expectation from his educational experience, and he has fulfilled this expectation. In many cases, his confidence has been destroyed. By guaranteeing success for effort, the Point System develops confidence and incentive. The student realizes that, if effort is expended, A grades are possible. And these A grades come from substantive work; they are earned. There also is a built-in sense of fairness and justice in the system. A teacher may dislike a particular student, or vice versa, but this personality clash does not interfere in the student's educational performance.

Through the creation of definitive boundaries and specific demands, the system offers order and structure to students who often have experienced aimless English classes. If a student initially can see no reason why he should read, say, *Of Mice and Men,* the likely probability is that he will not read the book. But, if the initial reason for reading *Of Mice and Men* is to receive points, he most likely will read the book. The Work Study, or low level, student will more easily relate to the extrinsic value of the points and the

pursuit of their acquisition than the intrinsic value of reading *Of Mice and Men.* The Point System forces the student to open the doors to rooms that he otherwise might never have entered. And before one can realize the intrinsic worth of reading, he has to be in the "room."

The Point System is a challenging method of instruction. It effectively enables the instructor to achieve substantive results from his efforts. Students who have wandered through nine, ten, or eleven years of school without learning how to write, learn to write. Students who cannot remember finishing a novel read between twenty and thirty novels in one year. This sounds hyperbolic, but it is not. This system provides a discipline from within which the student can exercise freedom. Eliminating the misuse of time and discipline problems, it creates a work atmosphere. It allows the instructor and the class the opportunity to exercise creativity and, thus, provides a sense of excitement. For example: If some students earn extra points, those points can be used as "savings." When students are absent, there is no need to make up work. They simply borrow from their extra points. Each instructor can tailor the system to meet his specific needs and the specific needs of his students. Although the Point System as a means of individualized instruction does place demands on teacher preparation time and correction time, the results of the method justify the extra effort that the instructor must make. When June arrives, there is no sense of failure. There are measurable results — things have happened. And there is the certainty that they will happen again in September.

POINT RECORD SHEET

NAME_____ DATE _____

TOTAL POINTS/WEEK GRADE ____ EXTRA POINTS_____

EACH DAY'S TOTAL POINTS:

MONDAY:

TUESDAY:

WEDNESDAY:

THURSDAY:

FRIDAY:

BONUS POINTS:

Fig. 1. (sample Point Record Sheet)

READING LAB SHEET

NAME _____
TITLE OF BOOK _____

DATE: PAGES READ: DAILY PARAGRAPH: (must be done on white lined paper)

Fig. 2. (sample Reading Lab Sheet)

POINT ACTIVITIES SHEET

WEEK OF: 9/23-9/30

85 pts. = A 70 pts. = B 60 pts. = C 50 pts. = D

1. 100 pt. package offer: Completion of the novel *That Was Then This Is Now,* participation in four instructor lead discussion groups, and a passing grade on Friday's exam. This is an all or nothing offer!
2. Tuesday: (10 pts.) Lesson on sentences
3. Thursday: (10 pts.) Lesson on paragraphs
4. ** Reading Lab — 5 days = 85 pts.
5. Blue book: p. 77. "from *Black Boy*" Reading = 10
   summary paragraph = 5
6. Gray book: p. 69. "The Heroism of Staszek Jackowski"
   R = 10 P = 5
   p. 80. "Requiem for a Heavyweight"
   R = 40 P = 15
7. ** Individualized Book Exam: The book and exam must be completed in one week = 105 pts.
8. Voice (Sept. 19th issue): Read "A Raisin in the Sun" = 10
   Paragraph — What is Walter's dream? = 5
   Voice (Sept. 26th issue): Read "A Raisin in the Sun" Part II
   R = 10 pts. Composition = 20 pts. —Answer the following question: Why does Walter refuse the money at the end of the play?
9. Library Orientation = 10 pts. If you take out a book, a 5 pt. bonus will be given.
10. Discussion of the poem: "Growing: For Louis" = 5 pts.
    Writing group (Wednesday) on poetry = 15 pts.
11. Writing group Friday = 15 pts. Bonus points will be given in this group.
12. Read book: "The Pedestrian" R = 10 pts.
    2 summary paragraphs = 10 pts.
13. Sign up the *The Pearl* group = 5 pts.

Bonus Points: Any paper with the topic sentences underlined receives 5 bonus points. There also will be a 5 pt. bonus given to any paper with biographical information on any author that we come across in this week's work.

Fig. 3. (sample Point Activities Sheet)

James F. Connolly teaches English in Brocton, Massachusetts.

CHITS FOR THE UNMOTIVATED: A PRACTICAL AND EASILY IMPLEMENTED BEHAVIOR MODIFICATION PROGRAM

by Ronald Lajoie

Johnny lumbered into his ninth grade English class. His gray flannel shirt and faded jeans hung upon his lanky frame. Stuffing the remnants of his peanut butter sandwich into his bulging mouth, he mumbled, "Mr. Lajoie, I don't feel like doing nothin'."

Behind him, two girls gossiped about their boyfriends while Dave boasted to Ed about his three hundred and forty horse-power snowmobile. Giggles, laughter and conversation issued from all corners of the room.

"I would like your attention, please," I sounded above the roar. Few students stopped their conversations. "I would like your attention," I demanded.

As students quieted, Johnny rang out, "Can't we have a free period?"

An uproar of approval sprang from most students, "Yeh, come on Mr. Lajoie."

"Quiet down," I demanded with some anger. "Take out your assignments."

"I forgot mine," muttered Johnny. "You can call my mother if you don't believe me."

At this familiar excuse, I only smirked. "Mary, please present your research on the Mohicans."

"I forgot it, Mr. Lajoie. It was right on the table, but I forgot it."

"Ellen, do you have your assignment?"

"N-no," she stammered as she lowered her head.

Controlling myself, I asked, "How many did your assignments?" Five students slowly raised their hands as if disloyal to their twenty fellow classmates.

Why are these students unmotivated? Is the English teacher, educational system, parent or student to blame? The educator must

remember that these students are experiencing a critical period of life. They discover new and changing interests. Is it any wonder that Johnny may be distracted by a smile from a pretty girl across the room, or that he may try to impress her by cracking jokes in the middle of class.

Competing with a pretty smile is not an easy task. Despite all the games and ingenious methods of presenting material, the teacher may still fail to supersede. Class material, of course, often demands hard work and concentration, qualities often difficult for active fourteen year olds. How then does the teacher obtain a teenager's attention? The Chit System, developed by Dan Andrews (a teacher at Keene High School, Keene, New Hampshire), offers a viable answer. The Chit System is a behavior modification program, easily implemented and practical for everyday use. The aim is to provide immediate reinforcement for desirable behavior.

The following information is taken from a mimeographed sheet I handed to each of my students to explain the system:

> This is a chance to get extra credit for good work, but no one is forced to participate. Whenever you do something well such as act out a skit or do your homework, etc., you may receive a chit. These may be redeemed whenever you desire to bolster a grade or substitute for a forgotten assignment. For example, if you forget your assignment and instead pass in 10 chits, you will receive a V. If you get a sixty on a quiz and pass in 10 chits with it, you will receive eighty percent. You cannot lose. Nothing is ever taken from you. One day I may give chits for those who are quiet. Another day I may not. You will never know what I will give chits for. The best way to get them is to do as well as you can and cooperate in class. You may not coax or argue with me to get chits. I give them out when I decide. These are guide lines.
>
> Note: You must sign chits in ink or they become invalid. Because you are the one who earns them, then you must be the one to use them; they are not your classmates'.
>
> The word "chit" means a signed voucher of a small debt.
>
> Following is a list of items that you may redeem for chits. (Of course, each teacher may set up his own point system.)
>
> Paper .....
> Book Report .....
> Homework .....
>
> Quiz .....
> Test .....

20 chits raise paper one letter grade
20 chits raise book report one letter grade
12 chits ..... /+
10 chits ..... /
8 chits ..... /-
5 chits raise grade ten points
10 chits raise grade ten points

The teacher should proceed to give more examples of good work. For example, if a student who never talks raises his hand and makes a good observation, he may receive two chits. A student who dramatizes a skit well may receive five chits. You may reward students who come quietly to class and reward those who did their homework last night.

The program is so easily implemented that fifteen minutes explanation will get your program underway. My students were so intrigued by the idea, no one uttered a sound. I rewarded this attention with one chit. It is advisable to give more chits the first week so that students can see how easily they may be attained.

A chit is a miniature representation of a dollar bill. You can make them with any design you wish and mimeograph them. The more complex the design, the less chance for forging. A place for their signature should also be included.

Two guide lines should be clear to students: (1) They cannot ask for chits, (2) Because they receive a chit for an appropriate behavior once does not necessarily mean they will receive it again for that same behavior. This will prevent arguments such as, "I got a chit yesterday for doing my homework, I ought'a get one today."

Rewards are intermittent so that appropriate behavior is rewarded at no fixed ratio. According to Skinner, intermittent reinforcement causes behavior to be retained for a considerably longer period after reinforcement ceases than would be retained after a reward has been provided for every correct response. Furthermore, continuous reinforcement would be exhausting for a teacher since he would have to reward every student for every appropriate response. Because the student is not reinforced for every appropriate behavior, he tends to excel in all areas at all times in the hope he will exhibit a behavior that I reward.

Yesterday, after four weeks with the program, Johnny lumbered into my room and asked, "Mr. Lajoie, can we work on our skits today?"

"Sure John. Did you bring some props?"

"Yup! Right here in the bag."

I stood in front of the class. The room quickly quieted as students poked each other to listen. "How many of you did your homework last night." All but three hands were thrust quickly into the air. "Good," I said. "Today, we're going to work on skits. Split into your groups, but please keep the noise down."

The chairs bustled and squeaked as students positioned themselves in their groups. "Mr. Lajoie," called Mike. "I finished writing the skit. Will you read it now? Please!"

I read Mike's script that he had re-written and typed on mimeograph paper the night before. "Excellent job, Mike. Here's three chits."

"That makes me fifteen. Thanks a lot."

As I walked by Johnny's group I heard him say, "Let's get busy. I want to make this great." I slipped him a chit.

Some may suggest that Johnny said this to receive a reward. The true test came when I saw him run to friends when the period ended and exclaim, "Man, you should see the skit we're doing in English!"

Walking to other groups, I heard the noisiest girl tell a fellow player to recite his line over four or five times with expression. In another group, Cheryl dramatically recited her part.

Some may suggest a danger in this reward system, that the teacher motivates extrinsic rather than intrinsic rewards, that is, the student is motivated to learn for chits rather than for the satisfaction or enjoyment of the work itself. As you have witnessed in the examples of my own students, the interest appears not for the chits as much as for the material students work on. Their excitement is genuine. It began with immediate rewards for chits and evolved to the intrinsic value of the assignment.

These lower level students have a difficult time becoming involved. An occasional reward of "well done" or "A" on a paper is not enough to motivate them. They need immediate rewards, something they can see and touch. A chit develops value for them not only because they can cash them in for better grades, but because they recognize I know that they are trying.

Chits caused my students to work, to become involved; and once they saw what they could accomplish (perhaps for the first time), they enjoyed their accomplishment. "Unreal to our world," some may say. NO, we work for pay raises, promotions, respect and handshakes throughout our lives. Chits are merely an extension which leads to valuable knowledge and involvement.

Ronald Lajoie teaches English at Keene High School, Keene, New Hampshire.

"BUT BY ANOTHER NAME"
Inventory of Career Education and English

by Margaret Heath

A. Are you interested in

yes no

___ ___ 1. What are the BASICS of Career Education?

___ ___ 2. What is the extent to which you have integrated (even inadvertently) aspects of Career Education and your English courses?

___ ___ 3. What areas of English are better suited to Career Education?

___ ___ 4. What materials, modes and source of Career Education instruction are you using?

___ ___ 5. What are your attitudes and observation toward factors influencing the integration of Career Education and English?

B. If YOU'RE not interested, are your Principal and District Administrators

___ ___ 1. Interested in your interest?

___ ___ 2. Interested in your **disinterest**?

Many of us in English are very much aware of the recent national and local priority accorded Career Education. Some of us have enthusiastically responded voluntarily, and some of us have not responded.

This is not to say that any of us are opposed to meaningful relevant curriculum which is student-oriented. Nor are any of us opposed to better equiping students for their various futures. But English teachers all over the country have resisted this "vocational" plot which we fear may overthrow our humanistic "citadel."

Perhaps we've been too hasty. Perhaps some of the elements and materials of Career Education offer us worthwhile viable alternatives for our English courses. Finally, it's possible we've been incorporating Career Education all along and didn't know we should be calling it that — but by another name.

Hopefully this questionnaire may help you or your English Department in determining just where you stand, stood, or will stand concerning the integration of Career Education and English. It may also suggest a framework of major issues and approaches to consider for curriculum planning.

CAREER EDUCATION-ENGLISH INVENTORY

There are many definitions of Career Education. For purposes of answering this questionnaire, please use the following simplified statements recently released by the United States Office of Education and the 8 Career Education Elements as identified by Florida State Department of Education and other federal Career Education projects.

> Career Education is the totality of experience through which one learns about and prepares to engage in work as part of his or her way of living. It is related to the various needs and personal goals of learners. It emphasizes the interrelationship of education and life; it emphasizes humanizing the goals of education.

8 ELEMENTS OF CAREER EDUCATION

1. SELF AWARENESS — Awareness of one's interests, aptitudes, uniqueness, goals, self-identity.

2. EDUCATIONAL AWARENESS & PLANNING — Awareness of relationship of education, career preparation and immediate or life goals.

3. CAREER AWARENESS — Awareness of the variety and characteristics of various careers.

4. ECONOMIC AWARENESS — Awareness of relationship of careers, life-styles and economic processes.

5. DECISION MAKING — Ability to identify, gather, select information and make career related plans or decisions.

6. SKILL AWARENESS & COMPETENCE — Awareness and acquisition of skills necessary in a career.

7. EMPLOYABILITY SKILLS — Skills necessary for obtaining and maintaining employment.

8. ATTITUDES, APPRECIATION, VALUES — Clarifying one's own feelings and beliefs as well as recognition of other differing view points.

DIRECTIONS:

Answer the following questions concerning the extent and nature of the integration of English and Career Education in your classes:

Answer Key.

1 = NOT AT ALL
2 = SELDOM
3 = MODERATELY
4 = FAIRLY OFTEN
5 = EXTENSIVELY

Consider this measurement in comparison to how long your courses last — 1 semester, 9 weeks, etc.

PLEASE REFER TO THE BRIEF CAREER EDUCATION DEFINITION WHENEVER NEEDED.

Column 1 = NOT AT ALL
Column 2 = SELDOM
Column 3 = MODERATELY
Column 4 = FAIRLY OFTEN
Column 5 = EXTENSIVELY

Questionnaire

SCHOOL-TEACHER INFORMATION

1. How long have you been teaching English? Consider 1974-75 as a complete year.

1-2 yrs.	3-4 yrs.	5-7 yrs.	8-10 yrs.	More than 10
1	2	3	4	5

2. What is the highest degree you hold?

BA or BS	MA	MA plus 10	MA plus 30	Ph.D.
1	2	3	4	5

3. Which design describes your school's English Curriculum?
   1. Traditional (semester or year long courses, Eng. I for 9th, Eng. II for 10th, etc.)
   2. Non-graded semester electives with no ability phasing or grouping.
   3. Non-graded semester electives with phased or similar ability grouping.
   4. Mini-courses/electives (courses last less than semester).
   5. Semester electives, graded (variety of courses designed for students of a particular grade).
   6. Other — explain on back of questionnaire.
4. To what extent are you using Career Education related activities in your English class?
5. To what extent have you taught units or used activities in English classes related to self-concept, self-awareness, or self-esteem?

6. To what extent have your English activities focused on present and future educational awareness needs and planning related to career goals?
7. To what extent have you integrated career awareness and planning in your class?
8. How often has economic awareness been a focus in your English curriculum?
9. To what extent have you used activities in your curriculum which focus on decision-making processes and skills?
10. To what extent have you taught the written communications skills especially related to obtaining a job?
11. To what extent have you taught the oral-listening communications skills specifically related to obtaining a job?

Column 1 = NOT AT ALL
Column 2 = SELDOM
Column 3 = MODERATELY
Column 4 = FAIRLY OFTEN
Column 5 = EXTENSIVELY

12. To what extent have you worked with students on the various reading materials actually encountered when looking for a job?
13. To what extent have you used activities related to maintaining employment such as inter-personal relations, planning, and responsibility?
14. To what extent have you worked with your students on clarifying attitudes and values?
15. To what extent have you worked with students on realistic writing activities they might encounter once they're working?
16. To what extent have your students done any oral work related to on-the-job situations?
17. To what extent have you introduced fiction which is relevant or pertains to the various elements of career education?
18. To what extent have your students been exposed to non-fiction which relates to Career Education elements?

MATERIALS/MODES OF INSTRUCTION

19. To what extent have you used workbooks, worksheets or individualized written LAP's for teaching English-related Career Education?
20. To what extent have you utilized commercially produced Career Education materials in your classes?
21. To what extent have you utilized county prepared guides, activities, objectives, etc., related to Career Education in your classes?

22. To what extent have you designed your own English activities related to Career Education?
23. To what extent have you used class discussion as the primary teaching strategy for integrating Career Education and English?
24. To what extent have you used **individual** Career Education oriented student written/designed projects as a method of working with students?
25. To what extent have you used role playing, oral or dramatic activities related to Career Education with students?

Column 1 = NOT AT ALL
Column 2 = SELDOM
Column 3 = MODERATELY
Column 4 = FAIRLY OFTEN
Column 5 = EXTENSIVELY

SOURCES OF INFORMATION

26. To what extent have you been encouraged by your school to incorporate Career Education in your English classes?
27. To what extent have you been encouraged by your district to incorporate Career Education in your English classes?
28. To what ex' t have you been provided either county or school level inservice programs or workshops on Career Education?
29. To what extent have you participated in state conferences, county or school level workshops on Career Education or Career Education — English?

ATTITUDES TOWARD CAREER EDUCATION

30. To what extent have you observed your students reactions as positive when you have included Career Education elements in your curriculum.
31. To what extent do you feel that Career Education activities and units are more appropriate for English students who are low achievers?
32. To what extent do you feel that Career Education activities and units are appropriate for English classes of average, non-college bound students?
33. To what extent do you feel that Career Education Activities and units are appropriate for English classes of higher ability students, probably college bound?
34. To what extent do you anticipate integrating Career Education and English activities and topics in next year's English curriculum? (estimate)
35. To what extent do you feel that Career Education is making a positive contribution to the high school English curriculum?

Margaret Heath is involved in the Florida State University Career Education Curriculum Laboratory and is presently designing a new English program based on career education at Pensacola Junior College, Pensacola, Florida.